MULTILINGUALISMO I ENSEÑANSA: LANGUAGE NEEDS IN ARUBAN EDUCATION

a survey of the language use
and language needs
of the Aruban working population

FRANÇAIS

PAPIAMENTO

DEUTSCH

ESPAÑOL

ENGLISH

NEDERLANDS

Régine Croes

Preface

Although by now more than 20 years have passed since I wrote this thesis in partial fulfillment of my master's degree in Educational Sciences, I think the contents and the data are still relevant for the discussions we have today about language policy in Aruba.

In 2003 my last name was reverted to my maiden name and for publishing purposes I thought it best to synchronize this publication with other publications, by mentioning my current name. The name of the university where I studied for my master's degree in Educational Sciences also changed, to Radboud University in 2004. In spite of these minor changes, the contentof the thesis itself is still the same.

Back in 1995 we did not have all the digital technology that we have today. I am therefore very grateful to the Arubiana Caribiana department of the National Library of Aruba for adding my thesis to their new online digital collection.

I sincerely hope that this thesis can be an inspiration to local researchers to continue gathering and analyzing data about our unique local context, in order to contribute to informed decision making for our sustainable future.

Régine Croes
March 2019

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August, 1995

Arubiana: 1703

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To my parents...

who taught me to love
my island
my culture
my language
my heritage

who taught me
to stand up for what I believe in
but at the same time
to respect other people's opinions

To Steve and Stephany
and all children of the next generations...

I want you
to love your island,
your culture,
your language and
your heritage.

But I also want you
to be able to cope
in this world,
where languages
are a passport
to communication,
to knowledge,
to stand up for yourselves and for your island,
to meet new friends from all over the world
and to be able to tell them
you're proud to be Aruban!

i hunto
nos lo cosecha
un bida di nos mes
un expresion di solo
ku ta kima riba nos lomba
lombra nos bida
dun'ele splendor dj'e mes

Federico Oduber,
Cinco Cantica di Espada (III)

RESUMEN

Pa e tesis aki un investigacion a wordo haci tocante uzo di i necesidad pa idioma den e comunidad trabahado di Aruba. Esaki a wordo hasi a base di e frecuencia i dificultad di uzo di diferente abilidad lengual den diferente situacion. E abilidad cuestioná a wordo parti den abilidad pa pensa den un idioma, abilidad pa compronde i expresa bo mes den idioma papiá of skirbi (abilidad oral i skirbi), abilidad pa compronde of expresa bo mes den un idioma (abilidad receptivo of productivo). E situacionnan den cua e abilidadnan a wordo cuestioná tawata: na cas, den tempo liber, na trabao i pa estudio.

E uzo i necesidad di idioma a wordo compará cu e oferta di idiomanan den educacion na Aruba, i esaki a wordo poni den e contexto Arubiano. Cu e informacion ricibi strategíanan pa accion a wordo formulá, pa asina yega na un maneho activo tocante idiomanan den enseñansa na Aruba.

SUMMARY

For this thesis research has been done on the language use and the language needs of the Aruban working population. This has been done based on the frequency and difficulty of use of different language skills in different situations. The skills questioned were divided in thinking skills, oral and written skills and receptive and productive skills. The situations in which the skills were questioned were: at home, in the leisure time, at work and for study purposes.

Language use and language needs were compared with the supply for languages in education, and were put against the Aruban societal background. With this information strategies for action were formulated to work toward an active policy on languages in education.

CONTENTS

CHAPTER 1

SOCIETY, EDUCATION
AND LANGUAGES ON ARUBA

...
Chikito i simpel bo por ta
Pero si respeta!

Phrase from the
Aruban National Anthem

1. SOCIETY, EDUCATION AND LANGUAGES ON ARUBA

Some background information on Aruba

Aruba is the most western island of the Dutch Islands in the Caribbean Sea, and lies at approximately 30 kilometers from the Venezuelan peninsula of Paraguaná. It covers an area of 193 square kilometers (De Grote Bosatlas, 1988; Third World Guide, 1991/92), with the greatest length being 31 kilometers and the greatest width being 8 kilometers. On the sixth of October 1991 a census was held and 66,687 residents were registered (CBS, 1992). This amount may be larger by now, 1995, due to the recent 'population boom'.

Until 1986 Aruba was part of the Netherlands Antilles, together with five other Caribbean Islands: Curaçao and Bonaire nearest by and St. Martin, St. Eustatius and Saba relatively far away. As from the first of January 1986 Aruba has a 'status aparte' within the Kingdom of the Netherlands, and is therefore no longer part of the Netherlands Antilles.

Fig. 1.1   Map of the geographic position of Aruba within the Caribbean (source Hofman, 1993)

Society and Education
The educational system in any country cannot be studied without some knowledge about the society in which this educational system is embedded. For an educational system to function optimally, there should be a constant interaction between educational contents and objectives on the one hand and societal circumstances and needs on the other hand. It would not be sound to maintain an educational system that alienates from societal needs. It is therefore important to constantly reflect on the relationship between education and society and for this reason research should be conducted on a regular basis on the needs of society and the possible role of education to meet these needs. This research project is an attempt to make an inventory of the language needs on Aruba and to look at the role Aruban education plays and should play in meeting these language needs.

In this chapter we will first take a look at the societal background from different perspectives. Then we will elaborate on the Aruban educational system and we will conclude this chapter taking a look at the language education on Aruba.

1.1 Societal background

1.1.1 An historical perspective

Aruba offers a home to a multicultural and multilinguistic community. This community has developed through centuries, but particularly the last 75 years. The way the community developed is important to understand present day societal circumstances and to achieve a perspective on future developments. Therefore a brief review of the history of Aruba will be presented in this section. This review will mainly be based on the work of Alofs and Merkies (1990).

Colonization of Aruba
When Aruba was 'discovered' by the Spanish around the turn of the 15th century, Caiquetio Indians inhabited the island, who, because of their language, were regarded as belonging to the group of Arawaks. Under the Spanish regime the Indians were hunted and taken away from Aruba, but Indians from the Venezuelan continent soon reinhabited the island. At the moment Aruba was taken over by the Dutch West Indian Company in 1636, the island was once again practically uninhabited. Yet, Indians from the main land, probably from the area on the west side of Maracaibo, started coming to Aruba again soon. As Aruba was used for horse-breeding in those years, the Indians worked for the Dutch as 'horse-catchers'. It were probably the Indians from this third resettlement period who provided for the Indian element in the current 'indigenous' population of Aruba.

When the Dutch took power over Aruba, Bonaire and Curaçao in 1636, there was initially a prohibition for colonists to live on Aruba. The island was only kept an eye upon by a so-called 'commandeur'; he and his family were the only 'white' people on Aruba. It was not until 1754 that the first colonist, a Sephardic Jew, was given permission to live on Aruba. After him gradually more colonists followed, always Sephardic Jews or European (mainly Dutch, German and French) colonists. These colonists worked a piece of land, but were not permitted to trade anything. In this period some African slaves were brought from Curaçao to work as house slaves, but the amount of negro slaves on Aruba was never very high (according to the Third World Guide only 12% of the population, when slavery

was abolished in 1863). Although it was forbidden to take Indians as slaves, there were still Indian slaves, mostly kids, brought from the Venezuelan continent to work on Aruba. Together these people, 'pure' Indians, colonists and slaves, mixed into 'Arubans'. The language of the Indians was gradually exchanged for the language of the colonists from Curaçao: Papiamento.

Papiamento

This language, Papiamento, as all other creole languages, has originated from the need of contact between people with different linguistic backgrounds and has developed until becoming the mother tongue of the majority of the people on Aruba, Curaçao and Bonaire (Smeulders, 1987). According to Martinus (1972) Papiamento developed out of a Portuguese-African proto-creole language that the African slaves brought to Curaçao, starting from 1662. On Curaçao the language developed further by the contacts between the different members of the Curaçaoan population. Since the African slaves were in the majority, their language was in the best position to develop into the main language on Curaçao. Papiamento became the language used for communication between especially the masters' wives and the slaves. Furthermore the masters' children were brought up by houseslaves who spoke Papiamento. According to Smeulders (1987) Papiamento also became the lingua franca between the (Portuguese/Spanish-Sephardic) Jews and the (Dutch) Protestants. This further intensified the use of the Papiamento language in the higher economic circles of society. Since some professions were mainly carried out by members of a certain language group, the Papiamento language adopted certain words - related to these professions- from these languages. For this reason Dutch borrowings referred mainly to technical and official activities, Spanish borrowings referred more to professions like shoemaker or fisherman while French borrowings mostly referred to the professions of gold- and silversmith. When missionaries came to christianize the slaves they chose to do this in Papiamento and stimulated its use, as was noted down in 1740 by the Dutch Jesuit Congregation (Smeulders, 1987). Because of this choice it was a logical step forward to use the Papiamento language in school education too. With the opening of Aruba for colonists in 1754, Papiamento was probably widely used in the Curaçaoan community. This is further confirmed by an official mentioning that the articles of a statement were read in the Curaçaoan people's Creole language.

Venezuelan influence

Although Catholicism was originally prohibited by the Dutch it is known that Catholic priests from the Venezuelan continent visited Aruba regularly to christen the Indian people of Aruba and to found Catholic churches and schools. In these schools the language of instruction was Spanish. When the first Catholic schools were founded by the Dutch, not until 1851, the instruction language was necessarily also Spanish. Throughout the 19th and 20th century Aruba always kept intensive contacts with Venezuela, among other things through marriages, migrations and mutual help in times of need. Furthermore an interesting connection between Aruba and South-America was formed by the many political refugees who came to live on Aruba during the many South-American independence wars. These were often intellectuals, who found accommodation in the homes of the wealthy Aruban families.

The coming of the Lago

Economically Aruba passed through different good and bad periods. Although there were many periods of near-starvation, there were also periods when the economy of Aruba flourished, through the trade of peanuts, divi-divi pods, straw hats and aloe(products). Furthermore the gold and phosphate mining industries also provided large incomes for the island for some years. However when the Lago Oil & Transport Company Ltd. started an oil-refinery in San Nicolas, on the south-east side of Aruba, a whole new era started on the island.

After the first crude oil was refined in 1929 the 'Lago' started to expand the complex and by 1934 it was the most modern refinery in the world and it had the greatest processing capacity. The area owned by the 'Lago' included a town for Lago employees sent out from the United States, called Colony. The Colony consisted of upper-class bungalows, a United States oriented school, a church, a supermarket and a hospital. In the Colony even United States traffic rules applied. Although the United States citizens had an enormous influence on the Aruban community through their high positions in the Lago, they did not really mingle with the Aruban population, but lived rather isolated from daily Aruban life.

Population Boom 1920-1950

Lago being a United States oil refinery, used English as their daily company language. Since the Aruban population did not master this language sufficiently, many new employees from English speaking Caribbean islands were attracted to work on Aruba. This caused an enormous population explosion, as with the expansion of the Lago the Government services, trades and service-industries also expanded.

Immigrants from all parts of the world came to live on Aruba. Between 1920 and 1930 the population doubled, and this was also the case between 1930 and 1940. In 1920 the population counted 8,265 people while in 1940 there were 30,614 people living on Aruba, and in 1950 the Aruban population consisted of approximately 51,000 people. In 1948 30,712 people had the Dutch nationality, of which 27,312 were from the Netherlands Antilles, as opposed to 11,639 English speaking people (2,197 from the US and 9,442 with the British nationality). About 1,175 persons had other European nationalities and there were 3,083 Venezuelan and Colombian inhabitants, 594 Dominican and Haitian people and 79 persons from other Latin American countries. Furthermore there were small amounts of Chinese, Lebanese and Syrian people, with a total of 288 persons.

The majority of the people with a British nationality were negro immigrants from the many (former) British colonies in the Caribbean area. The English and French speaking people from the French Caribbean countries mostly came to live around the capital Oranjestad, while the remaining English speaking people went to live in San Nicolas. San Nicolas developed into an immigrant port city, where mostly English was spoken and due to the mainly negro population it was called 'Chocolate City' in the Aruban community.

As the Government also expanded, many people from Holland, Curaçao and Surinam came to work there. Because Aruba was part of the Antilles and of the Dutch Kingdom, the official language was Dutch, and all Government contacts were in Dutch.

In the trade-sector there were four new groups: the Chinese, the Askenazic Jews, the Portuguese and the Lebanese. The Chinese came from Surinam, Caribbean islands and later on also from Hong Kong and Canton. The Askenazic Jews came from Eastern Europe or Holland, but when their businesses started to decline in the fifties many

emigrated to the United States. The 'Portuguese' mainly came from Madeira, and occupied the jobs that no one else wanted to do. The Arab people from Lebanon and Syria adjusted very quickly and developed flourishing trades and nowadays belong to the richest families on the island.

Political developments to Status Aparte

Politically until 1936 Aruba was part of the so-called "Goevernement Curaçao". It was governed by a Governor on Curaçao, together with the Colonial Council, put together by the Governor himself. The Election Rules for the first election in 1937 stipulated that 6 of the 10 States members would be delegated by Curaçao, 2 by Aruba, 1 by Bonaire and 1 by the three Windward Islands.

With the economic welfare of Aruba, more and more interest was given to this island, since Aruba contributed greatly to the colonial budget and to making up the deficits of some needy islands of the Netherlands Antilles. However, the greater financial input did not lead to a greater political input in terms of a greater autonomy over public expenditures. The Arubans still depended very much on Curaçaoan politicians for all political decisions concerning their island. This dependence was also visible in the many Dutch, Surinam and Curaçaoan employees in the Government top on Aruba. Altogether this situation led to a strong feeling of separatism under the Aruban population. The Arubans wanted to be autonomous and to be able to take political decisions concerning their island themselves.

In the State Regulation of 1948 a compromise was made, whereby Aruba and Curaçao both would have 8 seats in the States, Bonaire would have two seats, and the Windward Islands each would have one seat. The autonomy problem was however not solved and new suggestions were made for the Kingdom relations. The Islands Regulation for the Netherlands Antilles which followed in 1951 only gave decision authority to the islands for internal affairs and the final States Regulation stated a seats distribution of 12-8-1-1 to the advantage of Curaçao. The independence from Curaçao and the achievement of autonomy seemed unfeasible goals by then.

Due to differing reasons (see Alofs & Merkies, 1990, p. 154/155); among which the pressure from the Dutch Government for a rapid decolonization process, the battle for the restructuring of the Aruban status within the Dutch Kingdom started again at the end of the sixties. The Arubans were afraid to be decolonized from Holland, as one nation together with Curaçao. The tension between Curaçao and Aruba intensified, and in September 1977 an Aruban delegation went to Holland and achieved that an independent study would be done about the viability of a separate decolonization of Aruba. By the Round Table Conference of March 1983, the different parties within the Dutch Kingdom were in a political deadlock. The Dutch Government stated that a list of 31 decisions had to be accepted by all parties. All three parties signed the 'decisions list', which included the decision that Aruba would have a status aparte as from the first of January, 1986, followed by a definitive decision for Independence in 1996. However, the decision list included an escape clause which said that the final decision for independence should be preceded by an assessment of the wishes of the Aruban population. The outcome of the referendum held in 1990, in which the Aruban population could express its wishes on the political status of Aruba, was that the majority wished to keep the Status Aparte and to remain within the Dutch Kingdom.

The Lago-closure and the start of the Tourism Boom

With the publication of the coming Lago closure in October 1984, approximately 2,000 persons were suddenly confronted with unemployment. These included Lago-employees, employees of Lago contractors and other persons working in jobs indirectly connected with the Lago refinery. Furthermore the Government was confronted with a loss of about half of its income. Many people left the island to seek a better future in another oil-refining country or in 'the mother country' Holland. Spirits were low on Aruba, just on the edge of the Status Aparte.

The first Aruban Government started to promote tourism as the economic sector which had to fill in the gap left by the Lago. New hotels were built, new activities developed, and suddenly the unemployment rate declined and a surplus of the employment rate followed. The expansion of the tourism industry meant a new expansion of the Government facilities, the infrastructure and housing facilities. In a few years the Aruban economy was flourishing again and many immigrants came to work on Aruba in the construction sector or the tourism industry, including the trade sector (see section 2.3). These immigrants mainly were Spanish speaking persons from Venezuela, Colombia and other South-American countries and Caribbean islands. Because these immigrants are employed in many service-jobs, the indigenous population of Aruba is sometimes disgusted to 'have to speak Spanish on their own island' (see also the comments in Appendix F). Next to the Spanish speaking immigrants, there was also an influx of Dutch speaking persons from Holland. This group came to work mainly in the educational sector, the social services sector or the health sector. The positions taken in by the Dutch people were mainly higher positions and generally 'out of daily life focus' (see section 2.3).

1.1.2 A geographic perspective

With an area of less than 500 square kilometers and a population of less than 500.000 Aruba is considered a 'small state' (Bray & Packer, 1993). It is situated in the Caribbean Sea which is filled with small countries, all of which were (or still are) colonies of Spain, England, France or Holland. Furthermore there is already a number of Caribbean islands that are in more or less degree ruled by the United States.

Although Holland is very far away, Aruba has a direct bond with Holland through the common nationality, the Queen and several facilities: the external affairs are still dealt with by Holland, Aruba receives military protection from Holland, it gets development aids from Holland, in fact 'Holland' stands for a basis of 'security'.

Aruba's proximity to Venezuela and its traditional bonds with this country, are given form in the mutual coming and going of people for living, working or vacation purposes, the music and through the media. Until all households were connected on the cable in 1993/1994, the only TV-channels on Aruban television were Tele Aruba (the only Aruban broadcasting station), and two main broadcasting stations from Venezuela, i.e. Radio Caracas Television and Venevision. The relationship with Venezuela until now is thus mainly through personal relationships or communication media.

With the current Netherlands Antilles of five islands there is still a political bond, given form in both being part of the Dutch Kingdom together with the Netherlands. However, with Curaçao and Bonaire there is also a bond through the language Papiamento and through Papiamento music. Now that Aruba is no longer part of the Netherlands Antilles and is thus no longer subdued to Curaçaoan 'interference', there is space for a sound

working relationship where common goals and interests are worked upon together. You could say that the Netherlands Antilles and Aruba are 'siblings' in the 'Big Dutch Family'. With the United States so close by, the influence of the US on the 'consumption culture' is clearly present. In Aruban stores prices are given in Aruban florins and/or US Dollars. With the connection of all households on the cable mostly US-channels were added to the channel-choice. The children of the coming generations will be more and more subdued to US culture patterns through different media: television, video games, movies, music, etc. In the stores there are also many products from the US being sold and there are many businesses of US-origin like e.g. the hotels Hyatt, Radisson, Hilton, Holiday Inn; the fast-food restaurants Mc Donalds, Burger King, Kentucky Fried Chicken, Wendy's, Subway; the First National Bank; etc. Furthermore there is an obvious increase of English signs and messages on the island for tourism purposes, e.g. because the telephone numbers changed recently an English-speaking voice tells you 'The number you just dialed has been changed. Please replace the first digit to (no.) and dial again'. To characterize the relationship with the US of A, the term 'neo-colonization' may not be out of place, and the Aruban population should redlect on the amount of influence from the US it is willing to accept and the amount of integrity it desires to cherish.

1.1.3 An economic perspective

The educational system of a country has many direct links with the country's economic circumstances. On the one hand the way education is organized depends on the financial situation and the amount of money available for education purposes. On the other hand education has an economic function in delivering manpower ready to meet the needs for human resources of the country. Especially in a small island country, where natural resources are restricted, the development of an appropriate human resource development program is very important (Bray & Packer, 1993). In this perspective the role of languages as a 'key' to communication with foreign clients and economic partners is especially important.

Economic position

Aruba has a per capita Gross National Product of US$ 6,750, and therefor falls into the high income group as defined by the World Bank (higher than US$ 5,999) (Bray & Packer, 1993). Though the economic position of Aruba has been fairly stable over the last 75 years, it is always necessary to be alert on possible changes in the economic position, as the economies of small islands are always very vulnerable. The vulnerability of the Aruban economy already became apparent with the closure of the Lago in 1985.

Therefore in this time of 'internationalization' and 'a new economic order' it is important for Aruba to take a position. On the one hand, through its bonds with Holland, it takes part in the European Community. On the other hand its proximity to the American continent and the fact that the Aruban florin is coupled to the US Dollar, implicate that Aruba is going to be influenced by the recent economic bondage between Mexico, the US and Canada, the North American Free Trade Association (NAFTA). Several islands in the Caribbean are already united in the Caribbean Community, the CARICOM, but these are mainly former UK-colonies. Furthermore some Latin American countries have initiated Latin American economic bondages, such as the Mercosur. In this restructuring of the world economic order Aruba falls in the middle of these bondages, and the position it will

take in the different unions will be very crucial to its future economic developments.

1.2 Education on Aruba

1.2.1 The education system

Because of the colonial history, the education system on Aruba is still based on the Dutch education system. The level of Dutch education is accredited worldwide, which is very beneficial to Arubans. Arubans with a Dutch educational degree can therefore easily transfer to US-, Latin-American or European education.

The contents of Aruban education however gives a problem. Where Dutch education is embedded in the Dutch community and Dutch daily life, education on Aruba does not relate directly to the Aruban community and Aruban daily life. This is reflected mostly in the curriculum subjects and examples subtracted from daily life in Holland, as e.g. the weather, names, nature (flora and fauna), buildings, forms of transportation, etc. It is only recently that learning materials are being produced on Aruba itself; these materials use examples from daily Aruban life, like Aruban names, Aruban flora and fauna and Aruban customs.

The education system (Figure 1.2) starts with kindergarten from 4 to 6 years of age, followed by primary education for ages 6 to 12. The secondary education system consists of a division between general secondary education and vocational education. Basic vocational education on Aruba is currently being restructured into Enseñansa Profesional Basico (E.P.B). From the schoolyear 1995/1996 onward basic vocational education will consist of two basic years, where pupils will further develop general skills, and two vocational years, where pupils will have a choice between different vocational specializations at different final levels. General secondary education consists of three streams: a 4-year stream (m.a.v.o.), a 5-year stream (h.a.v.o.) and a 6-year stream (v.w.o.). The 4-year stream gives admission to advanced vocational education (m.b.o) and to the fourth year of the 5-year stream. The 5-year stream gives admission to higher vocational education (h.b.o.) and to US or Latin-American universities. Finally the 6-year stream gives admission to the Dutch university, that leads to a degree equivalent to the US masters degree. On Aruba the following forms of advanced vocational education exist: technical education, business administration education, social services education and laboratory assistant education. Furthermore there is a nursing school, a police school and a hotel school. Higher vocational education provides teacher education and higher business economics education. Finally the Aruban University takes care of one academic study: Law studies.

Figure 1.2   The structure of the education system on Aruba

```
INPUT: CHILDREN WITH CERTAIN CHARACTERISTICS
       * PERSONAL CHARACTERISTICS, E.G. INTELLIGENCE
       * BACKGROUND CHARACTERISTICS, E.G. CULTURE
                                        MOTHER TONGUE
                                        SOCIAL CLASS
```

```
                        KINDERGARTEN
```

```
SPECIAL              PRIMARY
EDUCATION            EDUCATION
```

```
        BASIC                    *  GENERAL    *
        VOCATIONAL               *  SECONDARY  *
        EDUCATION                *  EDUCATION  *
                                              *
                                              *
```

```
              ADVANCED VOC.
              EDUCATION
```

```
                    HIGHER
                    VOCATIONAL          UNIVERSITY
                    EDUCATION
```

```
OUTPUT: EDUCATED PERSONS FUNCTIONING IN SOCIETY
        * EMPLOYED OR UNEMPLOYED
        IF EMPLOYED THEN WORKING:
        * IN A CERTAIN LABOR SECTOR
        * AT A CERTAIN OCCUPATION LEVEL
```

On Aruba education is not compulsory. Yet, the school attending population is very high, as shown in Table 1.1.

Table 1.1   Degree of school participation for the population aged 4 to 16 years

age	degree of school participation (%)	age	degree of school participation (%)
4	93.9	11	98.9
5	97.9	12	98.8
6	98.7	13	98.3
7	99.0	14	97.1
8	99.1	15	95.2
9	99.0	16	88.5
10	99.2		

Adapted from the data of the 1991 Census.

Non-participation in educational activities may be due to the fact that there are no specific educational facilities for the different groups of handicapped persons. Although there is some form of special education, this form of education does not cover all educational facilities for all groups of handicapped persons. The special education facilities are mainly for children with learning difficulties as well as problem children with educational difficulties. Special education is provided for children aged 6 to 12 years old and some facilities are provided for further vocational specialization. In this form of education the classes are smaller and the instruction language is Papiamento. For this reason special education materials have been developed in Papiamento to use in classroom instruction in these schools. In the last couple of years text books have been developed in Papiamento for language instruction, initial reading instruction and advanced reading instruction.

1.2.2   The instruction language

The languages most spoken on Aruba are: Papiamento (76.6% of the population), English (8.9% of the population), Spanish (7.4% of the population) and Dutch (5.5% of the population) (Census 1991). Yet the instruction language in all forms of regular primary, secondary or vocational education until now remains to be Dutch. Although, in kindergarten the language used for instruction is mostly Papiamento. Therefore most children are confronted with Dutch for the first time when they enter primary education at the age of six. This form of sudden contact with a second language as an instruction language is comparable to the idea of "a pupil thrown into the deep end (of a swimming pool) and expected to learn to swim as quick as possible without the help of floats or special swimming lessons" (Baker, 1993), and it is called '**submersion education**'.

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Hall (1966, quoted in: Prins-Winkel, 1973) formulates it this way:

"To teach a child in a language
He does not know, is the best way
To kill his interest in both the new language
And the subject he is expected to learn"

Skutnabb-Kangas (1981, quoted in: Baker, 1993) also describes the problems of learning in an unfamiliar language as in submersion education: "Listening to a new language demands high concentration, it is tiring, with a constant pressure to think about the form of the language and less time to think about curriculum content. A child has to take in information from different curriculum areas and learn a language at the same time. Stress, lack of self confidence, 'opting-out', disaffection and alienation may occur".

The survival strategy adopted by the child is characterized by a performance-oriented learning attitude. According to Dweck(1986) and Dweck and Elliot (1983) in Boekaerts (1987) a performance-oriented child has the objective to perform as good as possible (score as high as possible) in learning situations, while a learning-oriented child has the objective to learn as much as possible in learning situations. Submersion education easily leads to a situation in which the children are more likely <u>not</u> to be primarily rewarded when they <u>know</u> something, but instead are rewarded when they can <u>reproduce knowledge</u> in a language not sufficiently mastered. Many children learn the subjects as written in their textbooks by heart and try to reproduce the same sentences read in the textbook when tested. The sentences learned by heart are in fact mere sentences, while the subject that was supposed to be learned through these sentences does not come through. This learning attitude was even observed with students at the teacher training institute. When the subject tested was asked in a somewhat different way than it was phrased in the literature studied, the students would not know what was meant. Furthermore answers given in test situations were phrased in literally the same words as in the literature learned (Halley-Groot, personal communication). This situation is obviously not desirable. For children to treat school subjects as knowledge, it is important that the language through which the subjects are being taught does not form a barrier for learning. The instruction language should be mastered in such a way that knowledge taught through that language passes through as knowledge and not as a language code to be remembered.

Submersion education is even at stake in countries where a minority of the children is being submersed into a majority language used as the educational instruction language, as e.g. the Spanish speaking children in the US or the Turkish, Arabic and Moroccan speaking children in Holland. On Aruba, according to Census figures, 94.5% of the children is being submersed into a language they do not master. This submersion is considered to be one of the main reasons for the high repetition rate in primary education. of 15 to 20% (Van Breet, 1994).

It is obvious that this situation is not desirable, and for many years different authors have opted for a change in the present educational situation (Prins-Winkel, 1973; Smeulders. 1987; Department of Education, 1988). However, although it is clear that the current language situation in education is <u>not</u> desirable, it is not easy to revolutionize an entire educational system and accomplish an alternative, better-fitting system. A Tongan educator, Taufe'ulungaki (1987; quoted in Bray & Packer, 1993), faced with the same problem has noted that

"To revolutionize an entire educational system from its structure, to its administration, to

its curricula, to its training, to its goals, requires capital and professional expertise".

1.2.3 Languages as subjects in Aruban education

Primary education
In primary education Dutch is instructed as if it were the pupils' mother tongue. However, there is a growing tendency to teach Dutch as a foreign language. For pupils from other countries who recently entered Aruban education a project was started to teach Dutch as a foreign language, with good results. Papiamento is not a curriculum area in primary schools, but there is room in the time-table to offer Papiamento as a subject. It is also permitted to use Papiamento as an instruction language in the first two years of primary education. English and Spanish are offered for 45 minutes a week each, starting from the sixth schoolyear, and at some schools from the fifth schoolyear. In special education only some simple Dutch is sometimes offered as a foreign language.

Basic vocational education
In the new basic vocational education language instruction in all four languages will be offered at three different levels. The first level corresponds to students who are weak learners and who need special attention to learn some basic vocational skills. The second level is somewhat higher, but is also meant for students who attend basic vocational education as final education, and who are mainly being prepared to work in a specific occupation. The third and highest level corresponds to pupils who have the intention, based on their capacity, to continue studying on a higher level, being the fourth year of the four year stream of general secondary education or the first year of advanced vocational education. Papiamento will be taught as a subject and used as a "supportive" instruction language.

Dutch will be given with different aims at the three different levels. At the first level the main objective is that the pupils will recognize, understand and use simple Dutch in some basic situations, such as:
- understanding instructions in Dutch,
- filling out simple forms in Dutch,
- having a simple conversation in Dutch,
- reading and understanding a simple text,
- giving and asking some simple information in Dutch.

At the second level the skills will be extended to more common Dutch. The objectives of this level will be: to be able to
- give and ask simple information in Dutch,
- participate in a conversation in Dutch,
- express their own opinion in Dutch,
- understand and fill out Dutch question forms,
- read texts and books in Dutch,
- especially concerning their own occupation,
- write a personal letter in Dutch and write a simple report in Dutch,
- use Dutch reference works, such as dictionaries, encyclopedias, etc.,
- know some basic Dutch grammar and
- have an appropriate Dutch vocabulary.

Finally the third level is aimed at mastering the oral and written language skills in such a

way that the pupils will be able to attend further education in Dutch without too many problems. School oriented Dutch language skills will therefore be more important, such as:
- analyzing texts,
- making summaries and reports,
- expressing thoughts and feelings in Dutch,
- participating in a discussion,
- understanding and expressing mutual relationships between subjects,
- using Dutch reference works,
- writing personal letters in Dutch and
- mastering the basic grammar and spelling rules.

English and Spanish are mainly aimed at practical basic language skills. Especially the oral language skills, listening and speaking, will be emphasized in reality-based themes, such as an introduction, the family, the school, shopping, occupations, tourism, recreation, our island, and so on.

The hours reserved for the teaching of each language in the first two years of basic vocational education are shown in Table 1.2.

Table 1.2   Number of lesson-hours per week reserved for the teaching of languages in the first two years of basic vocational education

	first year	second year
Papiamento	2	2
Dutch	3	3
English	2	2
Spanish	2	2

General secondary education

In general secondary education Papiamento is not offered as a subject at all. Dutch is given as a mother tongue and the foreign languages taught are English and Spanish. In the 5-year stream and the 6-year stream French is also offered starting from the second year. All languages are compulsory in the first years of general secondary education. In the examination and pre-examination year 6 or 7 subjects are chosen as exam-subjects. Only these subjects are attended in the last two years of general secondary education. Of these 6 or 7 subjects 2 have to be languages. Dutch is not a compulsory exam subject, so any combination of two languages is possible. Although in practice all pupils take exams in Dutch and English and some add Spanish or French to their exam-package. Examinations are sent from Holland and therefore the aims and objectives of Dutch, English and French are the same as in Holland. For Spanish special exams are made by an exam committee on Aruba, examining more or less the same aims as for the other languages. The skills examined are listening comprehension (listening to a text and answering questions on the text or making a summary of the text), reading comprehension (reading a text and answering questions on the text or summarizing it), writing-skill (finishing a story, writing a letter, translating a text or writing a short paper on a given theme),

speaking and reading skill (mostly examined together by letting the student read a text out loud and then have a short conversation on the text read), literature (orally examined by questioning the literature read). Throughout general secondary education the teaching of the grammar of the languages takes a great part of the total language curriculum.

The lesson hours reserved for language teaching in general secondary education take a great of the total hours available for education (35 lesson hours). Table 1.2 gives an indication of the total number of hours available for languages in ·the m.a.v.o. (4-year stream), h.a.v.o. (5-year stream) and v.w.o. (6-year stream).

Table 1.3   Number of lesson hours per week available for language education summed over the first three years of general secondary education

	m.a.v.o.	h.a.v.o.	v.w.o.
English	11	9	9
Dutch	13	13	13
Papiamento	0	0	0
Spanish	11	9	9
French	0	8	8

Advanced vocational education

Advanced vocational education on Aruba is currently in a process of change. Starting from August 1997 all schools for advanced vocational education will merge into one big school where the structure of the lessons will be identical for all types of specializations.

Until now the new course to be followed on language policy in advanced vocational education is still not completely explored. Point of departure for these new ideas are the language needs of associate professionals and the middle management of companies in the labor sector concerned. These skills will include meeting skills, reporting skills, discussion skills, business correspondence skills and presentation skills. Because the language skills are relatively complex the idea is to teach these skills in Papiamento first as there is a growing tendency to use Papiamento at the management level. This will form a base to teach the language skills in the foreign languages Dutch, English and Spanish. The emphasis given to each language will depend on the specific future occupation and labor sector chosen by the student. In the stream for students who want to continue studying in higher vocational education there will be a greater emphasis on Dutch and in the more occupation-oriented streams the emphasis on the languages will vary according to the future use.

Higher education

The Aruban teacher training institute started giving Papiamento lessons in four blocks, 2 in the first schoolyear and 1 in both the second and the third year. These lessons cover the introduction of Papiamento as a language, children and adult literature and translating to Papiamento. Students specializing in 4 to 8 year old children are helping to develop school materials for this age group. In teacher training Dutch is given as a subject since it will be

used as a language of instruction in the teaching profession. Next to Papiamento and Dutch, English and Spanish are taught.

At the Business Economics School (the FEF) only Dutch and English are offered as subjects, aimed at business communication, while the Law Faculty of the University of Aruba does not offer any languages as subjects.

1.3   Languages in education: the research problem

Aruba is in the phase of nation-building and starts to develop initiatives to reflect on the present educational system and to adapt this educational system to present and future needs of the Aruban population. One of the first things that results from this reflection is the issue of languages in Aruban education. Many sub-questions arise when confronted with the question: How a new educational policy on languages should be given form? And one of the first questions asked then is the question on the position of Papiamento in education. Should Papiamento be used as an instruction language? Or should it only be part of the curriculum as a curriculum area? As pupils should be given the opportunity to transfer to foreign educational systems, it may be better to work toward bilingual or multilingual education. But then the question is which language(s) should be used as the second (or third/fourth) instruction language? And when and how should the learning of the second and foreign languages take place?

Since Aruba is a small island, the development of own educational materials is a relatively great financial and professional burden. Therefore the option to buy educational materials in foreign countries will always be cheaper, but in many cases not fully appropriate. The third option, adapting foreign materials, is probably the most feasible option in many cases. To make a choice the possibilities of regional cooperation should be clear. Therefore it is especially important to know what Curaçao and Bonaire will do, as they are confronted with the same problem.

When choosing for the introduction of Papiamento in education another problem to be faced is the standardization of the language Papiamento and the production of sufficient reading materials in Papiamento, to support reading instruction and make it functional.

Many aspects of the problem are being worked upon and every effort to deal with some questions leads to some possible answers but also raises new sub-questions. A committee takes care of the standardization of Papiamento words, consisting of representatives from Aruba, Bonaire and Curaçao. Furthermore different dictionaries have been and are being produced, such as the Papiamento-Dutch/ Dutch-Papiamento dictionary and the Basic Papiamento Dictionary. However, the spelling of Papiamento words forms a problem. Curaçao has adopted a phonetic spelling for Papiamento words (i.e. each sound correspond with a specific letter form), while Aruba prefers an orthographic spelling (i.e. each word is written according to its descent). For example the words 'speech' or 'type' in English were adopted in Papiamento, and are spelled 'spich' and 'taip' (according to its sound) by the Curaçaoans, while the Arubans spell 'speech' and 'type' (according to its descent). This choice for different spellings causes problems for the production of written materials, but efforts are being made to find a compromise between the two spelling systems.

For the production of sufficient reading materials many options are being used. Authors are being encouraged to produce reading materials in Papiamento or to give permission to translate their works in Papiamento. An inventory is being made of plays, songs and old stories in Papiamento. For the distribution of Papiamento texts and materials a variety of

means are explored and used. An Aruban publishing company publishes books and there are radio programs and television programs on the Papiamento literary heritage.

An educational policy bill on bilingual education (Papiamento-Dutch) was published in 1988 (Department of Education, 1988). This bill formulated the intention to work toward a bilingual educational system and summed up all preparatory work needed to introduce a bilingual educational system on Aruba. These include studies on the standardization of the language Papiamento and the production and distribution of Papiamento literary works; curriculum development activities and teacher training activities; studies on the learning, use and need of languages; the development of an overall language policy for Aruba; activities directed toward informing the community and promoting Papiamento use in different forms of communication; political decisions and activities to create the legal framework needed.

This research project deals with one of these activities, namely the study of the language use and language need of the Aruban working population. Based on a selected sample of the working population on Aruba an inventory will be made of the languages used in different situations in the leisure time, at work and when studying. This inventory can give answers on the question what language skills an employed adult will need. An important distinction can be made between language skills needed at work, in the leisure time and for study purposes. Especially the skills needed for studying have to be elaborated upon further in another research project, carried out with students, including students in foreign countries as Curaçao, Holland, the US or Latin American countries.

After successfully terminating primary or secondary education on Aruba there are some possibilities to attend vocational education on Aruba itself. However, as these possibilities are restricted, a large group of students emigrates to another country for study purposes, mainly to attend higher vocational education or a university in Holland, Curaçao, the US or a Latin American country. The majority goes to Holland, as the educational system on Aruba is virtually the same as in Holland and as the Dutch Government offers financial facilities for all students with the Dutch nationality. Although these students are not supposed to have a lot of trouble with the transfer from the Aruban system to the Dutch system, many students don't pass the first year abroad. Next to the Dutch language not being mastered sufficiently for study purposes there are also other factors that cause this high wastage the first year abroad, such as the culture shock, the personal independence and homesickness.

The group of students studying abroad is, however, a restricted group, mainly consisting of students who attended h.a.v.o. (the 5-year stream of general secondary education), v.w.o. (the 6-year stream of general secondary education) or some form of advanced vocational education. The group consisting of people that attended basic vocational education or m.a.v.o. (the 4-year stream of general secondary education) mostly does not leave the island for further studies, but either attends some form of advanced vocational education on Aruba, the 5-year stream of general education (for m.a.v.o. students) or starts working. The question is if these persons will ever need Dutch as intensely as they learned it in school. What languages do they speak after completing school? What specific language skills are used and needed? These questions will be dealt with in this study. The language use of the total working population will be assessed. The language need will be specified for different educational and occupational levels and with this information recommendations for an active education policy on languages will be formulated.

CHAPTER 2

RESEARCH DESIGN

Onderzoek en ontwikkeling in het onderwijs op Aruba zelf zullen de noodzakelijke brug tussen de praktijk en de onderwijswetenschappen moeten vormen.

quoted from:
Onderwijs 1988: 3 nota's

2. RESEARCH DESIGN

The research design used for this research project was mainly based on research done by Claessen, Van Galen and Oud-de Glas (1979) and more specifically the part done by Claessen (1980) on the needs for modern foreign languages in Dutch companies and government departments. Their approach had to be adapted somewhat because of the special language situation on Aruba.

2.1 The languages covered

As became clear in the first chapter the four main languages used on Aruba are Papiamento, Dutch, English and Spanish. What is not clear yet is to what extent these four languages are used, by which groups of society, and to what extent there is a need for better mastery of these languages. In this research therefore the four languages questioned were these four languages. However, next to these four languages there are some other languages used occasionally like e.g. French, German and Portuguese. Furthermore, since Aruba continues receiving new immigrants from all over the world including far away countries like the Philippines or Hong Kong, there are probably small groups in the Aruban society that also use other languages for communication. It would be interesting to know in what circumstances these other languages are used. Therefore next to the four languages questioned thoroughly, there is also a possibility to mention other languages used for certain purposes.

2.2 Measuring language use and language needs

The basic question of this research was: What is the language use and what are the language needs of the Aruban working population? Therefore the concepts 'language use' and 'language needs' had to be defined and operationalized in such a way that they were made measurable.

Language use
Language use was operationalized as the frequency with which a language is used in a given situation.
The frequencies distinguished for *language use* were:

1. daily
2. several times a week
3. several times a month
4. several times a year
5. (almost) never

This distinction was based on the distinction made by Claessen (1980), but is somewhat different. Both distinctions cover five frequency categories, but the five used in this research are based on a more frequent use of the foreign languages than in the research by Claessen. It is expected that on Aruba the three 'foreign' languages English, Dutch and Spanish are used so frequently that a distinction between 'several times a year' and 'once

1 ∫

per two or three years' (category 2 of Claessen) is not necessary. This category seems too 'light' for the Aruban situation, and is therefore left out of the answering possibilities. Furthermore the distinction made by Claessen does not include the category 'daily'. However, because all four languages in this research (English, Dutch, Papiamento and Spanish) are spoken by part of the population as their mother tongue, this category is very important for the situation on Aruba. Besides, there is a reasonable chance that these 'foreign' languages are even used daily by considerable parts of the population, who do not have them as their mother tongue. If a language was used in a given situation by a respondent (answer 1-4), that respondent would be called a 'user'. The use of languages was described in two ways:

1) the percentage of respondents that reported using each language
2) the percentage of respondents that reported using each language regularly (i.e. with an average frequency of several times a week or more).

Language mastery

A *language need* was defined to exist when a certain skill is expected to be used but is not (sufficiently) mastered. Therefore it is important to know for each skill to what extent the skill is mastered, in other words: the degree of difficulty the user has with the language. The following mastery categories were distinguished:

1. I can without any difficulty
2. I can with a little difficulty
3. I can with a lot of difficulty
4. I can't

These categories are virtually the same as the ones used by Claessen (1980), the only difference being that his category 'I can without a lot of difficulty' in this research was replaced by two categories: 'I can without any difficulty' and 'I can with a little difficulty'. On Aruba the languages are expected to be used very frequently, whereby the use 'with a little difficulty' already indicates a deficit, especially when the language concerned is the mother tongue.

Language needs

Language needs stand for having to use a language while encountering difficulty in using it. In other words there is a 'need' when there is a 'deficit' in language skills. Measuring language needs was operationalized by stating if the language was used and if it was used with at least a little difficulty. For each situation asked in the questions 15 to 43 it was assessed if a language was used with at least a little difficulty. If this was the case a person would be categorized as having a need for the language in the situation concerned. The language needs of the working population were described in two ways:

1) The percentage of the respondents that has a need as defined above
2) The percentage of the respondents that in at least 2/3 (two thirds) of the situations asked reports having a language need.

Language skills
Language skills can be divided according to two dimensions: the distinction between *receptive skills* (listening and reading) and *productive skills* (speaking and writing) and on the other hand the distinction between *oral skills* (listening and speaking) and *written skills* (reading and writing).

Table 2.1   Language skills

	oral	**written**
receptive	listening	reading
productive	speaking	writing

Next to these more traditional distinctions of language skills a fifth language skill 'thinking', distinguished by Skutnabb-Kangas (1981) also seems important for this research. Especially for education purposes it is important to know in which languages pupils think, to consider this when choosing the language of instruction. Thinking is a controversial skill as it may also be termed 'inner speech' and be placed under the umbrella title of 'speaking'. How thinking takes place exactly is not known and there exist many theories on this issue. Notwithstanding the controversy, it still seems at least interesting to know in which languages the respondents say they think. However, knowledge about the languages in which adult working people think can only be an indication of the languages in which children think. For more exact knowledge about the languages in which children think, research should be done specifically with children.

Language situations
The language use situations used in this research can roughly be divided into three categories: language use in the leisure time, at work and for study purposes.
The language use situations were adapted from Claessen (1980) and put in table 2.2.

2.3 The questionnaire

To gather information on the language use and the language need of the population questionnaires were distributed to a selected sample of the working population on Aruba (see Appendix A). The questionnaire was made in 4 languages: an English version, a Dutch version, a Papiamento version and a Spanish version.

Table 2.2   Language use situations

	LEISURE TIME		WORK AND STUDY
LISTENING	- listening to and following a movie or TV-program - listening to a radio program in which the understanding of the text plays an important role	-	receiving instructions or advice on your own profession - attending a lecture or a course
SPEAKING	- asking and giving simple information in a common situation - talking to persons who do jobs at your home	-	answering the phone and putting through the call - giving instructions or advice on your own profession
READING	- reading easy reading materials like comics, magazines, papers, etc. - reading a novel, a collection of stories, etc.	-	reading a short informational text, e.g. a manual, a business letter or a fax - studying a book or magazine about your own profession - studying a book or magazine not about your own profession
WRITING	- writing a short official letter in relation to e.g. booking a room, applying for a job, writing a letter of complaint, etc. - writing a personal letter	-	writing a short business letter, a fax, etc. - writing a report, an article or a text for a lecture
LISTENING AND SPEAKING	- having a conversation in a small group (2-5 persons) about common subjects, such as your profession or your hobby when shopping - having a conversation with friends, going out with friends - participating in a meeting about e.g. your hobby, etc.	-	communicating with business relations, guests or clients - having a business conversation on the phone - participating in a business meeting - communicating with colleagues - participating in a meeting or discussion in relation to your study - having a conversation with a fellow student
READING AND WRITING		-	filling out a form

The questionnaire distributed consisted of 58 questions, parted into 9 sections:

> Personal data,
> Linguistic background,
> Education,
> Language use in your leisure time,
> Language use at work,
> Language use in your study,
> Language use when thinking,
> Additional questions and
> Questions of sequence.

The first section on personal data covered information on age, sex, birthplace, nationality, occupation, domestic district and amount of years living and working on Aruba. The 'linguistic background' section covered questions on the mother tongue and the languages used at home. The section 'Education' contained questions on the various forms of formal education attended and the courses followed in relation to work.

The language use section asked to fill in for each of 29 distinguished language situations with what frequency and with what difficulty the respondent used each of the languages English, Dutch, Papiamento and Spanish or an other language.
The 'additional questions' were added to get specific information on the deficits and 'waste knowledge' of the four language skills for each language. The formulation of these questions however caused so many misunderstandings that these questions were not analyzed.
In the last section it was asked to rank the languages according to the respondent's mastery of the language skills understanding, speaking, reading and writing of each language. Furthermore it was asked to rank the languages according to their importance for the functioning in the Aruban community and according to the relative 'closeness' felt toward each language by the respondent. This last question was added, because the language attitude (the relative closeness felt toward a language) may determine if a person likes to use a certain language or not. Having a more positive attitude toward a language will probably lead to more frequent use and therefore better mastery of that language, while a more negative attitude toward a language will result in less frequent use of that language and lesser mastery.

2.4 The Research Sample

2.4.1 Sampling procedure

The research sample was taken from the working population. The desirable sample size was set at 1% of the working population (29,220), thus ± 300 persons. The expected response rate was 3/8 (37.5%) of the people who got a questionnaire. To select the research sample two stratification criteria were used: labor sector and working district. For figures on the amount of people working in each sector and each district, information from the Census 1991 was used. The 11 labor sectors distinguished were:

1   agriculture and fishery
2   industry
3   transport and communication
4   construction
5   wholesale
6   retail
7   hotels and restaurants
8   personal and social services
9   business services
10 medical and health services
11 public services

Labor sectors <u>not</u> included in the sample are:
- education sector: because of the interference between what the languages in education policy should be and the existing language situation
- consulates: because every consulate has its own people working as employees, these people are educated in their own countries for their jobs at the consulates.

Furthermore the sample was divided according to the working district, whereby 5 districts were distinguished:

1   San Nicolas
2   Savaneta
3   Santa Cruz/Paradera
4   Oranjestad
5   Noord

The two stratification criteria lead to 55 cells in the sample design. The number of persons to be contacted for each cell was determined in such a way that the sample would be proportional with the distribution of the cells in the total working population. However, as no sampling frame of individual persons was available, it was decided to take a sample of companies and to let the questionnaire distribution take place through the (personnel) manager of each company. The companies were chosen with help of the Bureau of Statistics and the Chamber of Commerce. They provided information on the sector to which every company was reckoned, based on figures on the main activity carried out by each company. For each cell of the design in principal one company was chosen, based on the availability of sufficient subjects to answer the questionnaires and on the willingness to collaborate. When no company could be found with sufficient subjects to fill the cell concerned, more than one company would be contacted. This was the case for the transport and communication and the retail sector in Oranjestad. Furthermore when there were not sufficient respondents in a certain cell, also a second company would be approached. This happened with the retail sector in San Nicolas, the wholesale sector in Oranjestad, the hotel and restaurant sector in Noord and the public sector in Oranjestad.
The managers were contacted by phone to make an appointment. In the meeting that followed the questionnaire was discussed, it was explained that the questionnaire should be filled in by a representative group of workers, thus employees in lower positions as well as in higher positions, and an appointment was made for the recollection of the questionnaires. Due to this procedure the identity of the persons who filled in the questionnaire was unknown to the researcher.
Before the agreed upon recollection the manager would be called again to check if the questionnaires were really ready to be collected, this to prevent unnecessary driving and mutual irritations. After the first recollection it appeared necessary to distribute new questionnaires for some cells, as the amount of useful questionnaires returned was too low. This was the case for the hotels and restaurants sector in Noord, the public services sector in Oranjestad, the wholesale sector in Oranjestad and the retail sector in San Nicolas.
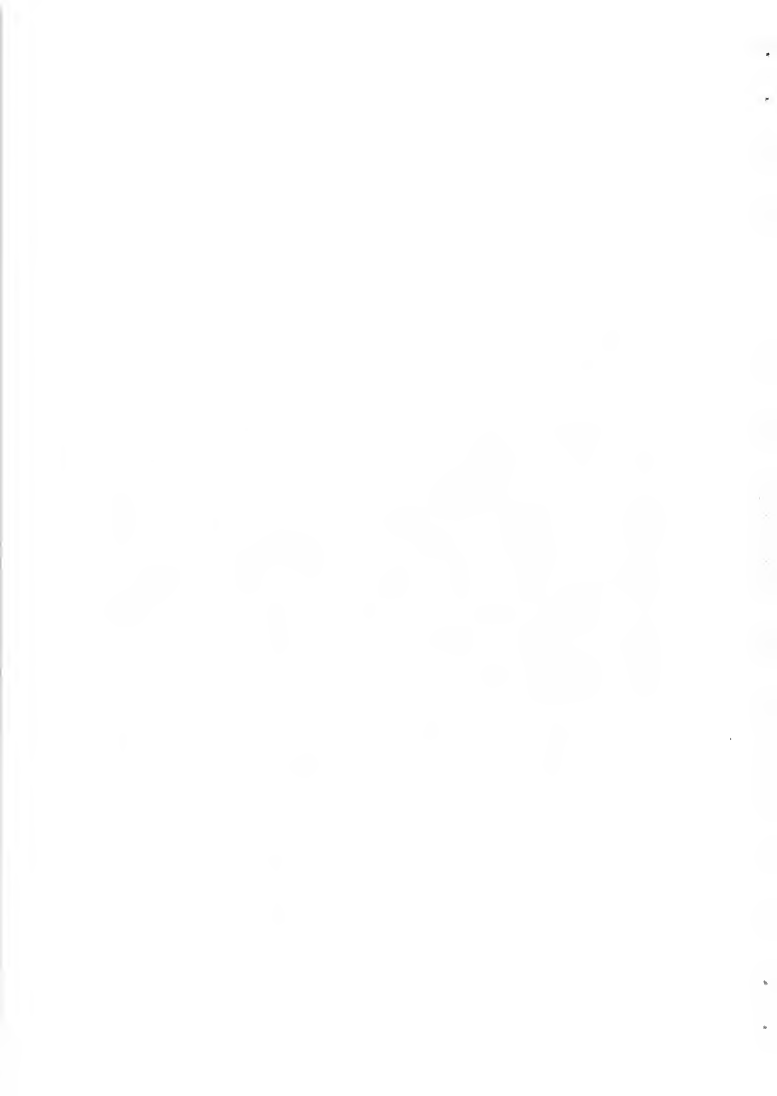
2.4.2   Representativeness of the sample

In total 800 questionnaires were distributed and 297 useful questionnaires were returned. The final distribution of the respondents over the working districts and labor sectors is shown in table 2.3. To see if the resulting sample is representative for the whole working population it is important to compare the resulting sample with the population on some background characteristics.

Table 2.3   Distribution of the respondents over the different labor sectors and working districts. Between brackets are figures about the desired number of respondents in each cell

district> sector	Noord	O'stad	SC/Par	Sav.	SN	not reported	TOTAL
agric. & fishery	1 (0)	1 (1)	2 (1)	0 (0)	0 (0)	-	4 (2)
industry	2 (1)	9 (10)	7 (5)	0 (1)	1 (8)	-	19 (25)
transport & comm.	1 (1)	22 (20)	0 (1)	2 (1)	4 (2)	-	29 (25)
constr.	1 (4)	7 (9)	7 (11)	3 (3)	5 (4)	-	23 (31)
wholesale	0 (0)	12 (11)	1 (0)	0 (0)	0 (0)	-	13 (11)
retail	6 (2)	30 (30)	3 (2)	2 (1)	4 (4)	-	45 (39)
hotels & rest.	11 (36)	42 (37)	1 (1)	1 (1)	1 (1)	-	56 (76)
personal & social services	7 (3)	0 (13)	7 (4)	2 (3)	3 (4)		19 (28)
business services	0 (2)	2 (21)	1 (1)	1 (0)	0 (1)	31	35 (25)
medical & health services	1 (0)	20 (10)	0 (0)	0 (0)	1 (0)	-	22 (10)
public services	0 (0)	24 (22)	1 (0)	2 (1)	5 (3)	-	32 (26)
TOTAL	30 (49)	169 (184)	30 (26)	13 (11)	24 (27)	31 (-)	297

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The first remark should be on the distribution of the resulting sample over the sectors and working districts. The personal and social services sector is a rather varied sector, as it consists of both personal services workers like e.g. cleaners, house maids, etc. and social services workers like e.g. social workers, people who work with the elderly or with handicapped people, etc. The response rate for social services workers was higher than the expected 3/8 (37.5%), while the response rate for personal services workers was very low, especially in Oranjestad, where not even one questionnaire was returned. This difference is most probably due to the rather low educational level of people working in the social services sector. As the questionnaire was long and rather complex this might have formed a barrier for people with lower educational levels to fill in the questionnaire, hence the low response rate for the personal services sector (within the 'umbrella' personal and social services). People working in the social services sector in general have attended higher forms of education and were therefore probably more inclined to fill in the questionnaire.

In the interview with the personnel manager for business services in Oranjestad a misunderstanding occurred, as the company approached had branches in all districts on Aruba. The questionnaires were therefore distributed to all branches and for most questionnaires it was not retraceable in which district the respondent worked.

The distribution of the sample over the sexes is shown in Table 2.4. In this research there were relatively more females (and less males) than in the total working population according to the sample. The reason for this difference is not clear. It may have to do with a distribution of the sexes over another variable such as e.g. the occupation level.

Table 2.4   A comparison of the sex distribution in the sample of this survey and in the total working population according to figures from the 1991 Census.

	This survey	Census '91
Female	56.3%	42.4%
Male	43.7%	57.6%
TOTAL	100.0%	100.0%

The age distribution of the total sample is shown in Table 2.5. Although there are some minor differences between the age distribution of the sample and that of the total working population, according to the Census of 1991, the overall tendency is more or less the same.

Table 2.5   Age distribution of the total sample as compared with the age distribution in the Census of 1991.

	This research	Census 1991
< 30 yrs	23.6%	28.6%
30-39 yrs	41.8%	34.5%
40-49 yrs	23.6%	22.5%
50-59 yrs	8.8%	11.4%
> 60 yrs	2.4%	3.0%
TOTAL	100.0%	100.0%

The distribution of the sample over the domestic districts is shown in Table 2.6. Overall the two distributions are virtually the same.

Table 2.6   Distribution of the sample over the districts where the respondents live in comparison with the domestic district distribution of the total working population, according to the Census of 1991.

	This research	Census 1991
Noord	19.2%	15.6%
Oranjestad	26.2%	31.6%
Santa Cruz/Paradera	26.6%	23.7%
Savaneta	11.2%	10.5%
San Nicolas	16.8%	18.6%
TOTAL	100.0%	100.0%

Since the population has changed during the last few years, due to an influx of new immigrants, the nationality distribution is shown in Table 2.10, and for people with Dutch nationality a distinction was made according to the birthplace.

Table 2.10   Nationality distribution and for people with Dutch nationality the distribution according to birthplace

nationality - birthplace	This research	Census 91
Dutch	88.5% (100.0%)	85.5% (100.0%)
- Aruba	- (85.4%)	- (85.9%)
- Neth.Ant.	- (5.4%)	- (5.6%)
- Netherlands	- (5.0%)	- (3.5%)
- Surinam	- (1.1%)	
- other Caribbean	- (0.8%)	
- Central & Latin American	- (1.9%)	
- North American	- (0.4%)	- (5.1%)[1]
- Other		
Surinam	0.3%	0.6%
other Caribbean	1.7%	4.5%
other Central or South American	8.4%	5.8%
North American	0.7%	0.8%
Other	0.3%	2.8%
TOTAL	100.0%	100.0%

[1]   In the description of the '91 Census people with Dutch nationality were only divided into the birthplaces Aruba, Netherlands Antilles, the Netherlands and other. The category 'other' thus also covers the birthplaces Surinam, other Caribbean and other Central, South or North American.

The division of the sample in groups with different mother tongues is compared with the distribution of the total Aruban population over the languages mostly spoken in the household as questioned in the Census of 1991 in Table 2.7. Although it is not totally correct to compare this sample with the whole Aruban population, nor to compare the mother tongue distribution with the languages mostly spoken in the households, it can be remarked that there are no major differences between the sample and the total population. It seems as though the sample contains relatively more Dutch and Spanish speaking respondents, but this can also be due to the group speaking more than one mother tongue not being distinguished as such in the Census.

Table 2.7   Distribution of the sample in different language groups

	This research mother tongue	Census 1991 language mostly spoken in the household
English	5.1%	8.9%
Dutch	9.1%	5.4%
Papiamento	62.3%	76.6%
Spanish	11.4%	7.4%
Portuguese	0.3%	0.3%
Other	0.3%	1.4%
More than one	11.4% (100.0%)	-
- English & Papiamento	- (41.2%)	
- Dutch & Papiamento	- (17.6%)	
- Dutch & other	- (5.9%)	
- Papiamento & Spanish	- (23.5%)	
- English, Dutch & Spanish	- (5.9%)	
- English, Papiamento & Spanish	- (2.9%)	
- English, Dutch, Papiamento & Spanish	- (2.9%)	
TOTAL	100.0%	100.0%

For the education level in this research the highest <u>attended</u> level of education was used, irrespective of the fact if this education level was successfully completed or not. To determine the highest attended level of education both information on the attendance of formal education as information on the participation in additional courses were considered. For education forms attended in foreign countries, especially in Latin-American countries, an attempt was made to match the education form with a similar Dutch education form. The data were classified according to the International Standard Classification of Education (ISCED), developed by the UNESCO (1976). For the exact classification of the different education levels reported, data-classification tables were obtained from the Central Bureau of Statistics of Aruba. The distribution of the sample according to the highest attended education level is shown in Table 2.8. The Census figures on the education levels of the working population are given as a comparison, but these figures were based on the highest <u>attained</u> level of education. This could be one reason why the overall education level of the sample of this research was higher. Another reason may be the barrier formed for people with lower educational levels by the length an complexity of the questionnaire. Furthermore, people with higher levels of education in general will probably use more languages then people with lower levels of education, and for that reason will be more inclined to fill in a questionnaire on language use.

Table 2.8   Education level distribution of the sample compared to the education level of the population according to data from the Census of 1991.

	This research	Census 1991
Less than primary education	-	7.9%
Primary education	5.2%	31.5%
Basic vocational education/ General secondary education (4 yr-stream)	34.8%	38.4
General secondary education (5 & 6 yr-stream)	4.5%	5.9%
Advanced vocational education	28.6%	7.4%
Higher vocational education	22.4%	6.6%
University	4.5%	2.3%
TOTAL	100.0%	100.0%

In further analyses seven education levels will be distinguished:

    Primary education
    Basic vocational education
    General secondary education (4 year stream)
    General secondary education (5 and 6 year stream)
    Advanced vocational education
    Higher vocational education
    University

These forms of education will be distinguished because the Aruban education system also knows these forms of education and therefore the distinction is needed to make suggestions for Aruban education policy.

The next background variable on which we compare the sample with the total working population is on the distribution of occupation levels (Table 2.9). The occupation level was coded according to the International Standard Classification of Occupations (ISCO) developed by the International Labor Office (ILO).

Table 2.9   The distribution of occupation levels of the sample compared with the distribution for the total working population according to the Census 1991

	This research	Census 1991
Armed forces	0.7%	0.4%
Management	19.9%	8.0%
Professionals	9.4%	4.6%
Associate professionals	16.1%	9.4%
Clerks	26.2%	20.2%
Skilled workers	23.4%	39.1%
Elementary occupations	4.2%	18.3%
TOTAL	100.0%	100.0%

The sample contains relatively more managers, professionals, associate professionals and clerks than the total working population. This may be due to the fact that these persons will be more inclined to use languages and thus to fill in the questionnaire.

2.4.3 Coherence between different background variables

Since the last decade has been characterized by a large immigration of foreign workers the language groups vary according to amount of years living and working on Aruba (Table 2.10). The table shows clearly that Dutch speaking and Spanish speaking group entered the labor market in the last decade, while the English and Papiamento speaking groups have been working on Aruba for a longer period. Of the two new groups on the labor market, the Spanish influx in the Aruban community started most recently (on the average just about 6 years living on Aruba).
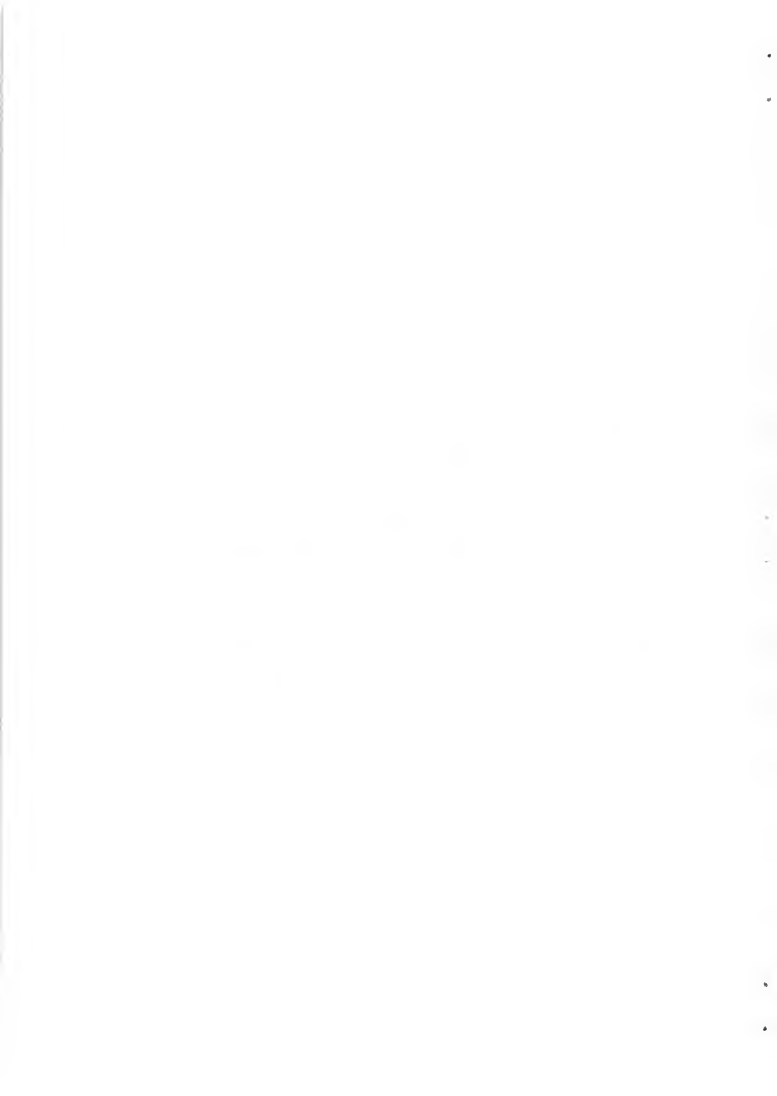
Table 2.10   Average number of years living and working on Aruba per mother tongue

	average number of years living on Aruba	average number of years working on Aruba
English	13.0 (± 10.7)	23.0 (± 15.8)
Dutch	7.0 (± 5.7)	15.6 (± 13.2)
Papiamento	·13.7 (± 9.6)	32.5 (± 11.5)
Spanish	3.1 (± 3.2)	5.9 (± 9.7)
more than one	15.7 (± 11.4)	34.0 (± 14.7)

If we look at the distribution of the language groups over the labor sectors (Table 2.11) we see that the Spanish groups mainly works in the sectors industry, construction, retail and hotels & restaurants. The Dutch group is over-represented in the personal and social services sector and in the medical and health services sector. This last sector also contains many English speaking persons. The Papiamento speaking group is most clearly present in the public services sector and the financial sector.

Table 2.11   The distribution of the language groups over the different labor sectors

	English	Dutch	Papiamento	Spanish	more than one
Industry	0.0%	5.3%	52.6%	31.8%	5.3%
Transport & Communication	6.9%	10.3%	69.0%	0.0%	10.3%
Construction	4.3%	8.7%	47.8%	21.7%	17.4%
Wholesale	0.0%	7.7%	61.5%	0.0%	30.8%
Retail	4.4%	8.9%	55.6%	22.2%	8.9%
Hotels & Restaurants	7.1%	5.4%	58.9%	21.4%	7.1%
Personal & Social Services	0.0%	26.3%	63.2%	5.3%	5.3%
Financial Services	2.9%	2.9%	82.9%	0.0%	11.4%
Medical & Health Services	18.2%	18.2%	45.5%	0.0%	18.2%
Public Services	3.1%	6.3%	75.0%	0.0%	15.6%
TOTAL SAMPLE	5.1%	9.1%	62.3%	11.4%	11.4%
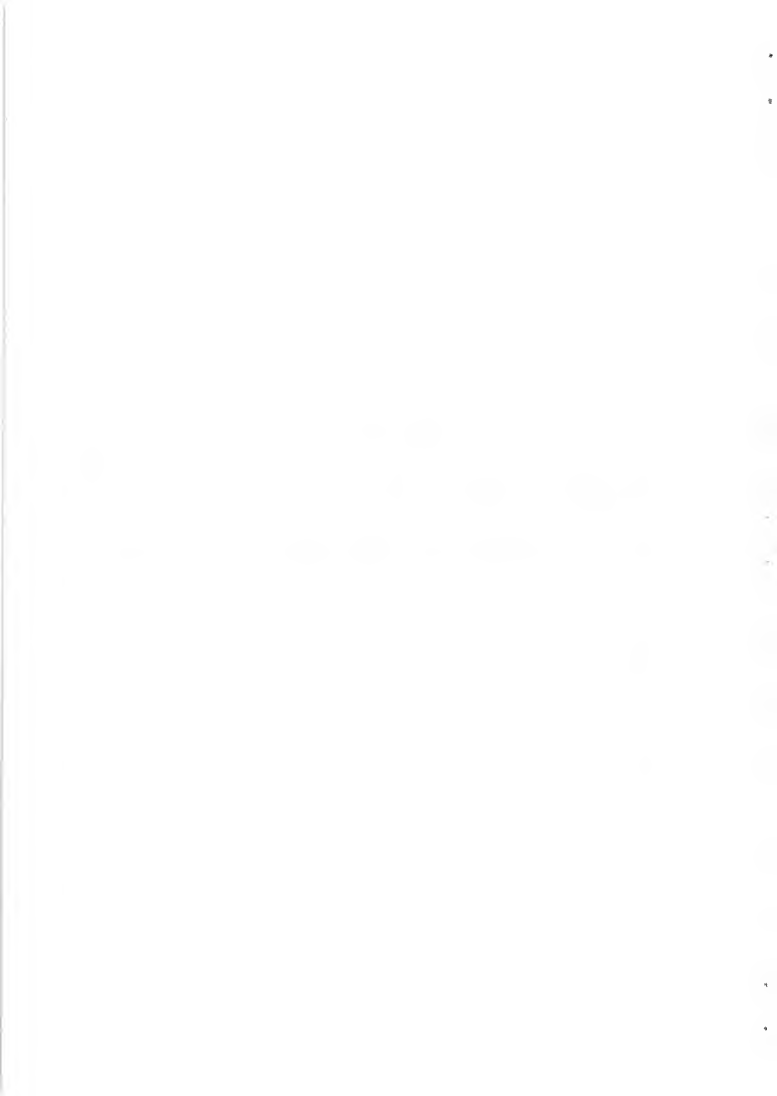
What also should strike the reader is that some groups are not at all represented in certain sectors. The Spanish speaking group for example is greatly restricted to specific sectors of the labor market.

Table 2.12   Distribution of the language groups over different levels of education

	English	Dutch	Papiamento	Spanish	more than one	TOTAL SAMPLE
Primary education	7.1%	0.0%	6.0%	6.1%	0.0%	5.2%
Basic vocational education	0.0%	0.0%	19.8%	9.1%	15.6%	15.2%
General secondary education (4 yr-stream)	14.3%	7.4%	22.0%	21.2%	18.8%	19.7%
General secondary education (5 & 6 yr-stream)	7.1%	3.7%	4.9%	6.1%	0.0%	4.5%
Advanced vocational education	50.0%	29.6%	25.8%	27.3%	37.5%	28.6%
Higher vocational education	21.4%	55.6%	15.9%	27.3%	25.0%	22.4%
University	0.0%	3.7%	5.5%	3.0%	3.1%	4.5%
Average level of education	4.8	5.4	3.9	4.3	4.5	4.2

Although the Spanish speaking group takes in the lowest occupation levels their level of education is not obviously lower than for example the Papiamento speaking group or the total sample. This indicates a wastage of knowledge available in this group. Many educated persons are working in low positions.

The Dutch speaking group clearly has many highly educated persons in high occupation levels. The distribution of education levels for the Papiamento speaking group corresponds with the distribution for the total sample, although there are relatively many Papiamento speaking persons with a basic vocational education level. It is furthermore important to notice that the Papiamento speaking group has the lowest average level of education. The occupation levels taken in by the Papiamento speaking group are more or less the same as for the whole sample, but there are relatively many Papiamento speaking clerks.

The English speaking group has many persons on the advanced vocational education level and is distributed evenly over the highest middle and lowest occupation levels.

Table 2.13   Occupation levels taken in by the different language groups

	English	Dutch	Papiamento	Spanish	more than one	TOTAL SAMPLE
Management	28.6%	34.6%	19.6%	9.7%	15.6%	20.1%
Professionals	7.1%	26.9%	8.4%	0.0%	12.5%	9.5%
Associate Professionals	28.6%	23.1%	14.0%	9.7%	25.0%	16.2%
Clerks	7.1%	7.7%	33.5%	6.5%	28.1%	26.4%
Skilled workers	28.6%	7.7%	21.2%	54.8%	18.8%	23.6%
Elementary occupations	0.0%	0.0%	3.4%	19.4%	0.0%	4.2%

2.5 Data Analysis

The data gathered were analyzed with the Statistical Package for the Social Sciences (SPSS) for Windows, version 6.0.1. The sample was first analyzed for representativeness. The importance of each language or language skill in any situation was rendered by taking the percentage of the respondents that used (regularly) or (clearly) needed a language. The percentage of respondents that used or needed a language was calculated based on the frequency of use or need. All percentages were taken from the total sample (297 persons) or the total sub-sample, thus the group with missing values included.

CHAPTER 3

LANGUAGE USE AND LANGUAGE NEEDS

*" E oudersnan mester sa cu
somewhere, somehow,
tin something wrong"*

*Quoted from an interview
in a radio program*

3.   LANGUAGE USE AND LANGUAGE NEEDS

Since this research has an explorative nature, there are several possible ways to analyze the data gathered. In this chapter the results are presented and analyzed within the framework of education policy. In other words: only those relationships between different background variables and the language variables are explored which seem important for an education policy on languages.

In the first place we will take a look at the overall language use and language needs of the whole sample. Then the differences in overall language use and language needs are explored against the background variables mother tongue and level of education.

We will continue with a focus on the language use and language needs in different situations, put against the same background variables as beforementioned. In this section the language use at home, in the leisure time, at work and in study will be explored. The language use at home determines the background of the actors participating in different language use situations. The use of languages in the other situations is important for the determination of educational aims and objectives for language teaching. To explore the use and needs of languages at work and for study purposes two new background variables are introduced concerning the work situation, namely the labor sector and the occupation level. After this exploration we will look at the language *skills* used and needed. This will be done against the same four background variables: mother tongue, labor sector, level of education and occupation level.

3.1   Overall language use and language needs

Overall language use

The percentages that filled in each of the answering categories of each question are presented in Appendix B. To measure overall language use and language needs, for questions 12 and 15 to 43 it was assessed whether or not each language was used by a certain respondent (not a missing value or the answer '(almost) never'). If for a given question a certain language was used the person would be put in the category 'user' of that language. The average frequency of use over all situations was calculated, and if it was more frequent than several times a week (average value smaller than 2) the person concerned would also be put in the category 'regular user', indicating that he uses the language regularly. The percentage of the total sample that uses each language overall and that uses each language regularly overall is shown in the most upper part of Figures 3.001 and 3.002 (see Appendix E).

All four languages are used by more than 90% of the working population, and Papiamento in particular is used by the whole working population (100%). Papiamento is also used regularly by greater parts of the working population than the other languages are, showing that Papiamento is overall the most important language for communication on Aruba. However, the languages English, Dutch and Spanish are important second languages. In general we see that Aruba undoubtedly has a multilingual community where the languages English, Dutch, Papiamento and Spanish are all used by almost the whole working population.

Overall language needs

The need for each language was assessed for each of the questions 15 to 43. If a person would have a need for a language in at least one of these questions he would be categorized as having a need for that language overall. If he would have a need in two thirds (2/3) of the questioned situations (i.e. 20 of the 29 questions) he would be categorized as 'clearly' having a need for that language overall.

Appendix C gives a detailed view of the language needs of the working population, specified by largeness of the need per questioned situation. For example: a person who uses a language daily with a lot of difficulty has a greater need than someone who uses a language once per month with a little difficulty. Appendix D shows the percentages of the respondents having a need for each language per level of education, for each of the questions asked.

The percentages of people having a language need and clearly having a language need overall are depicted in Figures 3.003 and 3.004 of Appendix E. The languages most people have an overall need for are English and Spanish. Papiamento and Dutch are however also needed at least in some situations by more than 50% of the total working population. The number of respondents that needs the languages in more than two thirds of the situations questioned overall is fortunately not very high. Still all four languages are clearly needed by a small portion of the total working population, with English being the language mostly needed.

3.1.1 Importance ascribed to and closeness felt for each language

In question 57 of the questionnaire it was asked which language was considered the most important language for the functioning in the Aruban society, which the second most important, etc. etc. Question 58 asked which language the respondent felt relatively closest to, second closest, etc. The average order of each language was calculated and presented in Table 3.1.

Table 3.1   Average order of importance ascribed to each language and average order of closeness felt for each language

	Average order of importance	Average order of closeness
English	2.22	1.83
Dutch	2.60	3.53
Papiamento	1.53	1.45
Spanish	3.47	3.09

The relative order of importance based on these figures would be:
1. Papiamento
2. English
3. Dutch
4. Spanish

The relative order of closeness felt for each language would be:
1. Papiamento
2. English
3. Spanish
4. Dutch

These last figures indicate that however important Dutch might be for the functioning in Aruban society, on the average it is the language less loved by the Aruban working population. From these figures it also becomes clear that English has a strong position as it is considered the second most important language and as it is loved as second best on the average by the Aruban working population.

3.1.2 Overall language use and language needs for different subgroups

Per mother tongue
The overall use of languages can vary according to different characteristics of the population. The first background variable for which the use of languages may vary is the mother tongue of different groups within the population (Figures 3.005 and 3.006).
We see that the English speaking group uses Spanish as their second language, with Papiamento and Dutch also being used by great parts of this group. If we look at what part uses these languages regularly, the picture is somewhat different. The second language then appears to be Papiamento, while Dutch and Spanish are used regularly by 20% and 13% of this group respectively.
The Dutch speaking group uses English and Papiamento as their second languages. The number of people who use these two languages regularly is about the same. Spanish is also used by more than 80% of this group, but it remains in the background, since it is used regularly by slightly more than 10% of the Dutch speaking group.
The Papiamento speaking group uses all three foreign languages, but keeps using Papiamento most regularly. The Spanish speaking group uses Papiamento as a second language, with English as a strong third language. It should strike the reader that Dutch is not used at all by more than 60% of the Spanish speaking group and is only used regularly by about 5% of the this group.
To summarize we see that Papiamento and English are used as a second language by all language groups. Spanish is used as a background language by the Dutch speaking group, while on the other hand Dutch is barely used by the Spanish speaking group.
Looking at the overall language needs of the different language groups (Figure 3.007 and 3.008) we see that the English group has a great need for Spanish and a slighter but not unimportant need for Papiamento. This corresponds with Papiamento and Spanish being used by great parts of this group as a second language, but apparently Spanish causes more problems in its use.

The Dutch speaking group has a need for all three other languages. The greatest need is for Spanish, while this language was not used as a strong second language by this group. This indicates that maybe Spanish is not used as much by this group because of the language not being mastered. The need is felt to master Spanish better and better mastery may probably lead to a more frequent use. Next to Spanish more than 70% of this group has a need for Papiamento skills in one or another situation and more than 60% has a need for English.

Great parts of the Papiamento speaking group have a need for English, Spanish and Dutch. It is however also interesting to notice that almost 50% of this group has a need for their own mother tongue Papiamento in at least one of the situations questioned.

The Spanish speaking group also shows a great need for Papiamento and English. Dutch was not used by the majority of the Spanish speaking group, but it is not needed either by more than 70% of this group.

In general we see a need for Papiamento by all language groups, including the Papiamento group itself and an important need for Spanish and English, Spanish being needed even by more than 40% of the Spanish speaking group. Dutch is needed mostly by Papiamento speaking people. In the English, Dutch and Spanish speaking group only 20 to 30% have a need for Dutch overall.

Summarizing, all language groups use all languages. However the second language of all language groups is Papiamento, which serves as a communication language between the different language groups, especially the Dutch speaking group and the Spanish speaking group, since the majority of these two groups do not master each other's languages. Next to Papiamento the language mostly used for communication by all language groups is English.

Per level of education
The respondents can also be divided in groups with different education levels. Figure 3.009 to 3.012 show the language use and language needs for groups with different levels of education. In general we can see that all four languages are used by a great majority of people with differing levels of education. If we look at what parts of the working population uses the languages regularly, we see that more than 85% of the people with primary education uses Papiamento regularly. Even English and Spanish are used by about 50% of this group, while most of these people have little formal education in either of these languages. Dutch is used by only 15% of this group, which is a very small part, considering that the majority of this group attended all formal education they ever received in Dutch.

If we continue focusing on the Dutch language we see that Dutch is the language used by the smallest parts of the groups with basic vocational education and general secondary education. However, people with an advanced vocational education level and a higher vocational education level use Dutch as a second language overall, while there are more people that attended a university that use Dutch regularly overall, than that use Papiamento. For the Spanish language the opposite effect can be seen. The lower the education level the more Spanish is used as a second language. General secondary education is somewhat an exception.

The need for English is apparent for all levels of education. Dutch is needed by more than 65% of the people with primary education and with basic vocational education. In fact a
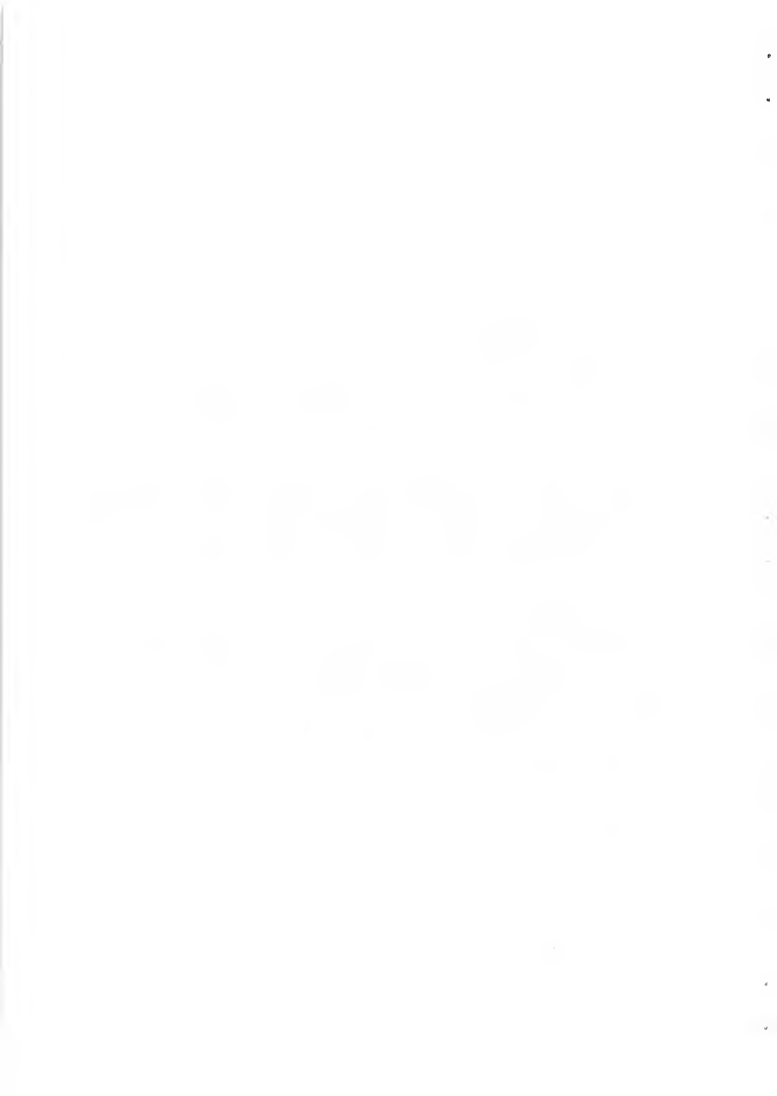
great majority of the people with these levels of education have an overall need for all four languages. Some 15% of the workers with primary education have a need for Dutch and Spanish in two third of the questions asked.

More than 50% of the people that attended the 4 year stream also need Dutch, Papiamento and Spanish. People who attended the 5 year or the 6 year stream next to Papiamento have a need for Spanish, while slightly less than 25% has a need for Dutch.

People with advanced vocational education level mostly need English and Spanish, but still more than 50% also needs Dutch and Papiamento. The same overall language needs can be seen at the higher vocational education level and the university level, but at the higher vocational education level more people need Papiamento than Dutch while at the university level more people need Dutch than Papiamento, just the opposite.

In general we see that all four languages are used, irrespective of the level of education. Dutch is used more regularly by people with higher education levels, while Spanish is used more regularly by people with lower education levels. The strongest language need felt at all levels of education is a need for English.

3.2   Language use and language needs per situation

After taking a look at the overall language use we are now going to focus on language use in different situations. The questionnaire was divided in different sections concerning the language use at home, in the leisure time, at work and for study purposes. As can be seen in Figure 3.001 to 3.004 the language use at home differs clearly from the language use at work and in the leisure time, while the language use for study purposes is yet again different.

At home more than 90% of the Aruban working population speaks Papiamento. Still the other languages are also spoken by about 60% of the people at home. The overall language use at work and in the leisure time do not seem to differ very much. Again the language spoken by more than 95% of the working population at work and in the leisure time is Papiamento, with English and Spanish also being used by more than 90% of the working population. Dutch is used by less people but still about 85% of the total working population reported using Dutch at least once. The languages used by most people for studying purposes (that is non-formal, continued education) are English and Papiamento. More than 70% of the total working population also uses Dutch for study purposes. Spanish is not used by such a large group, but still more than 50% of the respondents reported using Spanish for study purposes.

When we look at the percentages of people that use the languages regularly we see that Papiamento jumps out, because most people use Papiamento with regularity in all different situations, even study purposes. The other languages, although used are not used by the majority with great regularity.

It was not asked if people had difficulty with language use at home, because the author assumed that at home the language used would be the language mastered best and that the topics about which one would speak at home would be routine in the vocabulary of the user. In the leisure time and at work the languages needed by the greatest part of the respondents are English and Spanish, English is however most clearly needed. For study purposes the language needed by most is English.
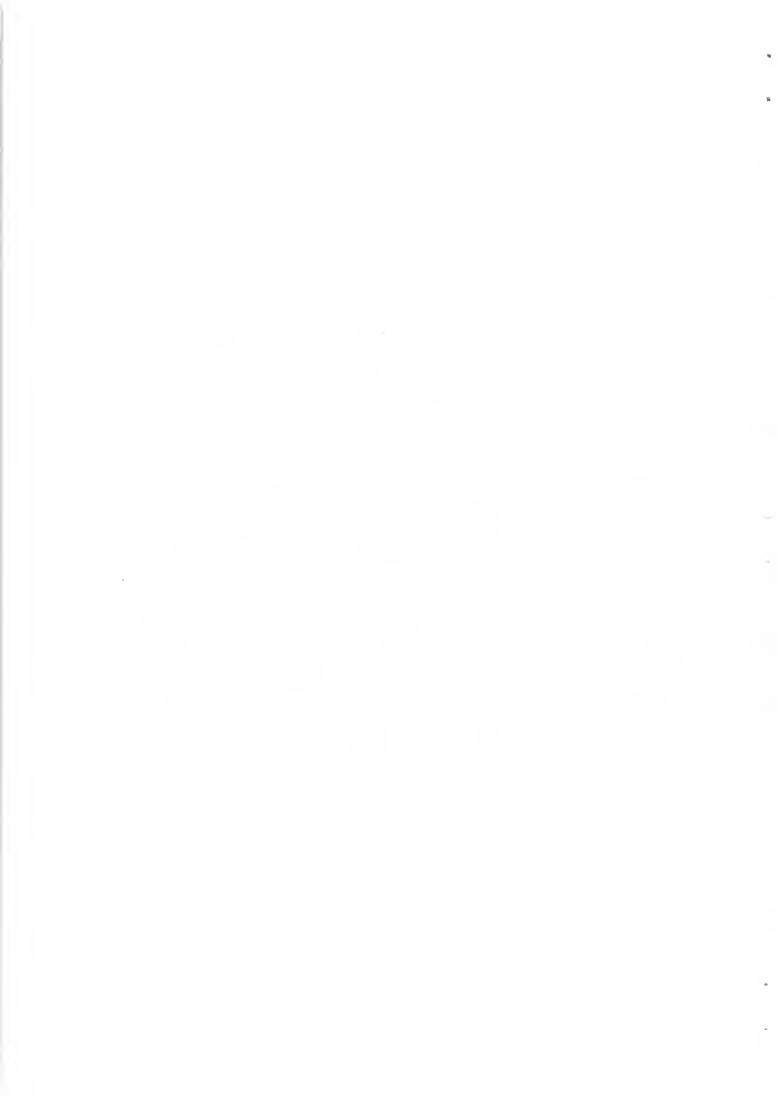
3.2.1   Language use at home

Per mother tongue
The figures 3.013 and 3.014 show the language use at home per language group. As can be seen Papiamento is the second language used at home for all language groups. Papiamento thus is taken over from general use on Aruba and is used at home too by the other language groups. This may enclose that Papiamento will be taught as a mother tongue in the household of these language groups. More than 50% of the English speaking group uses Dutch at home too, while more than 70% of the Dutch speaking group uses English also at home. English is also used by more than 60% of the Spanish speaking group at home, while this group barely uses Dutch in their homes. Spanish is used at home by only about 20% of the English and Dutch language group, while the Papiamento group is the only group where more than 50% uses English, Dutch and/or Spanish in their homes. If we look at the percentages that use the languages regularly at home the same trend can be seen.

Per level of education
Focusing on the language use of groups with different levels of education (Figures 3.015 and 3.016), we see that Papiamento is used at home regularly by the majority of the people irrespective of their level of education. The second language used regularly is Dutch for the highest three levels of education and Spanish for the lowest three levels of education.

3.2.2   Language use in the leisure time

Per mother tongue
In figures 3.017 and 3.018 we can see that all four languages are used by great parts of the language groups in the leisure time. The language used by the smallest part of the English speaking group in the leisure time is Dutch, but the language used less with regularity is Spanish. Although the whole English speaking group uses Spanish in the leisure time, only slightly more than 10% of the group does so regularly. Notwithstanding, the need for Spanish with this group is very high, since almost 80% has a need for Spanish in at least one situation (Figure 3.019). This coincides with Figure 3.020 that indicates a clear need for Spanish.
For the Dutch speaking group the language used less is Spanish, while for the Spanish speaking group Dutch is not used in any situation by more than 80% and English is used clearly by less people than Spanish and Papiamento are.
Some members of the Dutch language group have a clear need for English, Papiamento and Spanish, while Dutch is needed by a small portion of the Spanish speaking group, and not even one member of this group has a clear need for Dutch. This in contrast with more than a quarter of the Spanish speaking group clearly having a need for Papiamento and English.
Finally almost all members of the Papiamento speaking group use all four languages in the leisure time, but most people use only Papiamento regularly. More than 50% of this group has a need for the other three languages, with about 6% of this group even having a need in more than two thirds of the leisure time situations questioned.

Per level of education

Focusing on the language use and language needs in the leisure time per level of education (Figures 3.021 to 3.024) we see that all languages are used by the majority of the people on all education levels. However Dutch is 'only' used by 65 to 70% of the people with primary education and which attended the 5 or 6 year stream of general secondary education. Dutch is not used regularly in the leisure time by anybody with primary education. However, when we look at the language needs in the leisure time we see that still more than 50% of the working population with primary education has a need for Dutch next to English and. Papiamento. Being the mother tongue of the majority of the Aruban working population, it should be noticed that many people yet have a need for Papiamento. Next to Papiamento people with almost all levels of education miss some mastery in Spanish and English. What is also important to notice is that more than 65% of the people with basic vocational education have a need for Dutch in the leisure time in at least one of the situations questioned. If we only look at people who in two thirds of the situations questioned had a language need we see that the language needed clearly by some members of all education levels is English. At the primary education level more English, Dutch and Spanish is needed in the leisure time.

Summarizing we see that all four languages are used in the leisure time, with Papiamento being most regularly used. The Dutch and the Spanish language group do not use each others language very regularly. The languages needed most in the leisure time are English, Papiamento and Spanish. Dutch is mostly needed by people with lower education levels.

3.2.3 Language use at work

Per mother tongue

Taking a good look at the language use at work by the different language groups (Figures 3.025 to 3.028) we see the same pattern as before: all four languages are used extensively. Apparently the Spanish speaking group works in labor sectors where Dutch is not used very much, as only about 20% of this group reports ever using Dutch at work. Papiamento is used regularly by great parts of all language groups. There is a great contrast between the number of Spanish speaking people using Spanish at work and the number of English and Dutch speaking people using Spanish at work. Only slightly more than 10% of these latter two groups use Spanish regularly at work, while less than 10% of the Spanish speaking group uses Dutch regularly at work and about 15% of this group uses English regularly at work. More than 65% of the English and the Dutch speaking group, however, have a need for Spanish at work, while only about 15% of the Spanish speaking group has some need of Dutch at work. This contrary to English, which is needed by more than 65% of the Spanish speaking group.

This means that the English speaking and the Dutch speaking group have a need to communicate in Spanish at work, while the Spanish only have a need to communicate in English. Papiamento, however, is needed by all language groups and is even needed by more than 30% of the Spanish speaking group at work in more than two thirds of the situations questioned.

Per labor sector
In all sectors all four languages are used extensively (Figure 3.029). Only Dutch is used by slightly less people in the industry, construction, retail and hotel & restaurants sector, exactly the sectors where many Spanish speaking persons work. If we look at what languages dominate the different sectors (Figure 3.030), we see that in almost all sectors the language used regularly by most is Papiamento, while in the medical and health sector the Dutch language prevails. In the transport & communication sector Spanish is only used regularly by less than 15% of the workers. In the hotel & restaurants sector however, it is Dutch that is used by few people regularly. In the personal and social services sector again, the English language is used regularly by only about 10% of the workers. This sector and the public services sector are mainly dominated by Papiamento and have Dutch as a second language. In the industry sector, the construction sector, the wholesale and the retail sector all three 'foreign' languages are regularly used by more than 30% of the workers. In the transport & communication sector and the financial services sector English and Dutch are used as second languages, while in the hotel and restaurants sector clearly English and Spanish are used extensively next to Papiamento. As mentioned above the medical and health services sector is obviously different, since in this sector the language used regularly by most workers is Dutch. Still, Papiamento and English are also used regularly by 60 and 40% of the workers respectively, which is not few.
Looking at the languages needed per labor sector (Figures 3.031 and 3.032) we see that in the industry sector the languages needed most are English, Papiamento and Spanish, with Spanish and Papiamento being needed by more than 20% of the workers in two thirds of the situations questioned at work. In the transport and communications sector Dutch is the language needed most, yet many workers suffice with the language knowledge they already have. The same can be said about the construction sector where few people have language needs. Yet, in this sector more than 40% of the workers has a need for Papiamento and 10% even has a need in more than two thirds of the situations questioned. In the wholesale sector the languages needed most are English, Dutch and Spanish, while in the retail sector more than 65% of the workers lack mastery in English and more than 15% clearly has a need for English. The hotels and restaurants sector contains more than 40% workers that have a need for English, Papiamento and Spanish.
In the remaining sectors the language needs vary greatly per sector. In the personal and social services sector most people have a need for Spanish and English in at least some situations asked, but of the few people who need Dutch and Spanish relatively many need these languages in two thirds of the situations questioned at work. In the financial sector English, Dutch and Spanish are needed by about 55, 50 and 40% of the workers respectively. In the medical and health services 50% of the workers have a need for Spanish, but of the about 25% of the workers who have a need for English one fifth clearly has a need for this language. Finally the public services sector contains many people who have a need for English, Dutch and Spanish at work.

Per level of education
Figure 3.033 and 3.034 depict the language use at work per education level. We notice again that irrespective of the education level all languages are used extensively at work. People with primary, basic vocational and general secondary education level mostly use English, Papiamento and Spanish regularly at work, while the number of people regularly

using Dutch increases with augmenting level of education. The number of people using English and Spanish regularly at work, however, decreases with ascending level of education.

The languages needed at work per level of education (Figures 3.035 and 3.036), vary considerably. More than 45% of the people with primary education or basic vocational education level have a need for English, Dutch and Spanish at work with Spanish even being needed by 20% of this group in two thirds of the situations asked. Of the people who attended the 4 year stream of general secondary education 35 to 45% has a need for English and Dutch at work, while more than 60% of the people who attended the 5 or 6 year stream of general secondary education has a need for English at work. Of this group only about 15% have a need for Dutch at work. At the advanced vocational education level, the higher vocational education level and the university level English and Spanish are needed most. Still Papiamento is clearly needed by as great a percentage as Spanish is needed at the advanced vocational education level and by about as great a portion of the people with a higher vocational education level as English is. At the university level the language needed clearly by most is English.

Per occupation level

Taking a look at the use and need of languages per occupation level (Figures 3.037 to 3.040), we see that more than 90% of the working population on all occupation levels uses Papiamento and Spanish. Dutch is used by more people as the occupation level increases. The management level is the only exception, with a language use similar to the clerks level. On the management level, the professionals level, the associate professionals level and the clerks level all four languages are used by more than 90% of the respondents at work. However, the language used regularly by most is Papiamento. On the professionals level it is followed immediately by Dutch while on the management level, the associate professionals level and the clerks level Papiamento is followed by English and Dutch. Spanish is not used regularly at work by more than 75% of the respondents with these occupation levels. Considerably less skilled workers and workers in elementary occupations use Dutch, while English is used by less workers than Papiamento and Spanish are, but is still used by about 90 and 75% of the workers respectively.

At the management level the languages needed most are English and Spanish. On the professionals level and the associate professionals level the language needed by most respondents is Spanish. More than 60% of the clerks have a need for English, while the skilled workers and elementary workers have a need for English and Papiamento. The last finding can be related to the fact that these positions are mainly taken in by new Spanish immigrants who are just starting to learn Papiamento.

Summarizing we see that all four languages are used by all occupation levels. Dutch and English are used more at the higher positions. On the higher occupation levels Spanish is needed by 45 to about 60% of the respondents, while on the lower occupation levels the language needed by most is English.

3.2.4 Language use for study purposes

Per mother tongue

All language groups use their own language mostly for study purposes (Figure 3.041 and 3.042). A greater percentage of the English speaking group, however, use Papiamento regularly for study purposes than use English. In general all language groups except the Spanish speaking group mostly use English, Dutch and Papiamento for study purposes. The Spanish speaking group uses Spanish, Papiamento and English mostly, with Dutch only being used by a little bit more than 10% of this language group for study purposes. The languages needed most for study purposes are presented in Figures 3.043 and 3.044. Most English speaking people need Spanish and about 5% of this group needs English and Papiamento study skills in two third of the study situations questioned. The Dutch speaking group also has a need for English and Papiamento study skills, while the Papiamento speaking group mostly needs English and Dutch for study purposes. About 60% of the Spanish speaking group has a need for English study skills, half of whom need English in more than 2/3 of the study situations questioned.

Per labor sector

Figures 3.045 to 3.048 show the language use and language needs for study purposes of the working population per labor sector. We can notice that the language used mostly for study purposes varies for the different labor sectors. While in the industry, construction, wholesale, retail and personal & social services sector the language used mostly for study purposes is Papiamento, in the transport & communications, hotel & restaurants and financial services sector the language used mostly for study purposes is English and in the medical & health services sector the language used mostly for study purposes is Dutch. In the public services sector the languages used by most respondents for study purposes are English, Dutch and Papiamento.

If we look at the languages used regularly for study purposes by labor sector we see that the most regularly used language in the industry and personal and social services sector is Dutch, instead of Papiamento. In the transport and communications sector Dutch is also regularly used for study purposes by more respondents than English is. In the wholesale sector English, Dutch and Papiamento are all three used regularly for study purposes by more than 30% of the respondents. In the hotel and restaurants sector also three languages are used most regularly, but now Dutch is replaced by Spanish.

Focusing on the language needed most in the different labor sectors for study purposes, we notice that English is mostly needed in the industry, transport & communications, retail, hotel & restaurants, financial services, medical & health services and public services sector. In the wholesale sector Dutch is the language needed most for study purposes and in the construction sector Papiamento is the language needed most for study purposes. In the personal and social services sector both English and Dutch study skills are needed, Dutch being needed by 10% of the respondents in more than two thirds of the situations asked.

Per level of education

The languages used for study purposes per level of education are depicted in Figures 3.049 to 3.052. The higher the level of education attended the more languages are being used for study purposes. Especially English and Dutch are used more for study purposes with increasing level of education. Next to English and Dutch, Papiamento is also used for study purposes, but not so much by the people with university level. Spanish is relatively used more for study purposes by respondents with primary education, basic vocational education or which attended the 4 year stream of general secondary education. At these three levels the language used regularly by most respondents is however Papiamento. For people that attended a 5 or 6 year stream of general secondary education the language used regularly for study purposes by most respondents is English, while people with advanced vocational and higher vocational education use a combination of languages. People that attended university mostly use Dutch for further study.

The language needed most for study purposes is by far English. People with lower levels of education next to English also have a need for Dutch study skills. At the basic vocational education level in fact all four languages are needed for study purposes.

Per occupation level

Looking at the language use for study purposes per occupation level (Figures 3.053 and 3.054) the first thing that can be noticed is that at the management level the language mostly used for study purposes is English while at the professionals level it is Dutch. However the language used regularly by most managers, professionals and associate professionals is Dutch. The majority of the associate professionals, clerks and skilled workers use both English and Papiamento for study purposes, while the language used regularly by most is Papiamento. Almost 50% of the skilled workers use this language regularly for their further educational development. People with primary education mostly use Papiamento and Spanish for study purposes.

The language needed most by all workers for study purposes is English (Figure 3.055). This is further confirmed by Figure 3.056, indicating that English is even needed by some respondents in more than two thirds of the study situations asked.

3.3   The use and needs of different language skills

If we look at the overall use and needs of language skills (Figures 3.057 to 3.060), we see that Papiamento is the language most people use regularly for thinking, followed by English, Dutch and Spanish. All language skills are used by about the same percentages of respondents for all four languages. Only Spanish written skills are used lass than the other skills. Oral skills are more regularly used than written skills and receptive and productive skills are regularly used by about the same quantity of the working population. The languages in which most respondents have a need of certain skills are English and Spanish. More than 10% of the total working population has a need for receptive skills in English in more than two third of the questions asked.

3.3.1 Order of mastery of skills for different languages

In the last section of the questionnaire it was asked to rank the different languages according to mastery for understanding, speaking, reading and writing. It was for example asked which was the language understood best, second best etc.

The average ranking of each language is shown in Table 3.2.

Table 3.2   Average ranking ascribed to each language for mastery of that language in understanding, speaking, reading and writing it.

	understand	speak	read	write
English	2.86	2.84	2.70	2.67
Dutch	2.58	2.58	2.31	2.32
Papiamento	1.46	1.46	1.71	1.86
Spanish	2.95	2.99	3.06	2.98

The relative order of mastery for each language and language skill is thus:

Understanding:
1   Papiamento
2   Dutch
3   English
4   Spanish

Speaking:
1   Papiamento
2   Dutch
3   English
4   Spanish

Reading:
1   Papiamento
2   Dutch
3   English
4   Spanish

Writing:
1   Papiamento
2   Dutch
3   English
4   Spanish

All four language skills are on the average best mastered in Papiamento, second best in Dutch, third best in English and fourth best in Spanish.

3.3.2 Thinking

Per mother tongue

The language mostly used for thinking of course is the mother tongue (Figure 3.61 and 3.062). The Spanish speaking group, however, seems to think regularly in both Spanish and Papiamento. It should furthermore be noticed that all language groups contain at least some respondents who report thinking in the other languages too. The English language group next to English, thinks in Dutch and Papiamento; the Dutch speaking group next to Dutch also thinks in English and Papiamento and the Papiamento group also thinks in English and Dutch. Clearly these three language groups are inclined to use each other's language for thinking. Spanish is not used very much for thinking, except by the Spanish speaking group itself. This group, however, is also very inclined to think in Papiamento and English.

Summarizing we see that all language group next to their on mother tongue start thinking in Papiamento. Furthermore English is also used by more than 60% of all language groups for thinking.

Per labor sector

Depending on the labor sector one works in, the workers in that sector will more often use certain languages and will therefore start thinking in those languages. Figures 3.063 and 3.064 show how many workers think in what languages per sector.

In all sectors except the medical & health services sector, the language most regularly thought in is Papiamento. In the medical & health services sector the language most respondents regularly think in is Dutch, followed by Papiamento.

In this picture it is also interesting to know what is the second language most regularly used for thinking in the other labor sectors. In the industry sector, the construction sector, the retail sector, the hotel & restaurants sector and the financial services sector the second language regularly thought in is English. In the transport & communication sector, the wholesale sector, the personal & social services sector and the public services sector the second language most workers think in is Dutch. This information sheds an interesting light on the languages students are going to use for thinking in their future labor situation.

Per level of education

The language most regularly thought in irrespective of the level of education is again Papiamento (Figures 3.065 and 3.066). However, almost as many people with basic vocational education level that think in Papiamento think in English also. We see that in general people with lower levels of education use English as a second language for thinking, while people with higher education levels use Dutch as the second language for thinking. At the university level almost 85% of the respondents think in Dutch next to Papiamento.

Per occupation level
Looking at the languages thought in per occupation level (Figures 3.067 and 3.068) we see that next to Papiamento, at the management level Dutch and English are regularly thought in by about 60% of the respondents. The professionals and the clerks, next to Papiamento, most regularly think in Dutch. The associate professionals and the skilled workers use English as the second most thought in language, while elementary workers next to Papiamento think in Spanish. This could however be the effect of the number of Spanish speaking workers at the elementary occupations level.

3.3.3 Oral skills

Oral skills are listening and speaking. The questions concerning oral skills were:
- asking and giving simple information
- listening to the radio and watching television
- having a conversation in a small group, with friends, with persons who do jobs at home, with colleagues or with fellow students
- shopping
- participating in a meeting for a hobby, for business or in relation to study
- communicating with business relations, guests or clients
- answering the phone and putting through the call or having a business conversation on the phone
- giving or receiving instructions or advice at work
- attending a lecture or course

Per mother tongue
Looking at the use of oral skills by groups with different mother tongues (Figures 3.069 and 3.070), we see that more than 50% of all language groups regularly use Papiamento oral skills next to their own mother tongue. In oral communication Papiamento is thus used regularly by the majority of each language group. The need for oral skills (Figures 3.071 and 3.072) in Papiamento is clearly felt by more than 30% of the Spanish speaking group. The English and the Dutch speaking group have a stronger need for Spanish oral skills, while more than 50% of the Papiamento speaking group has a need for oral skills in either English, Dutch and/or Spanish.

Per labor sector
The use and needs of oral skills in different labor sectors is depicted in Figures 3.073 to 3.076. The only language not used by almost everyone orally in all labor sectors is Dutch, since it is only used by about 70% of the industry sector and the hotel & restaurants sector, and by approximately 80% of the workers in the construction and retail sector. Next to Papiamento, the language used regularly by most varies per sector. The languages needed most in the different sectors do not always coincide with the language used most intensely.
In the industry, personal & social services, medical & health services and public services, the language used second most regularly for oral communication is Dutch while the languages needed by most are English and Spanish. In the wholesale sector and the hotel & restaurants sector English is the language heard and spoken most regularly next to

Papiamento. In the latter sector next to English there is a need for oral skills in Papiamento and Spanish. In the transport & communication sector, the construction sector and the retail sector next to Papiamento the language most regularly used orally is Spanish. However, in the retail sector the language needed by most is Spanish. In the remaining sector, financial services, next to Papiamento, all three other languages are used and needed by about the same percentage of people regularly for oral communication.

Per level of education
Figures 3.077 to 3.080 show the use and needs of oral skills in each language per level of education. Most people with primary education, basic vocational education or general secondary education next to Papiamento regularly use English and Spanish for oral communication. People with advanced vocational education next to Papiamento mostly use English and Dutch for oral communication, while the same numbers of people with higher vocational education next to Papiamento use all three other languages. For people with university the language second most used for oral communication is Dutch.
At the primary education level the languages mostly needed are Dutch and English. People with basic vocational education and general secondary education mostly lack oral skills in English, while most people with advanced vocational education or higher vocational education have a need for Spanish oral skills. At the university level both English and Spanish are needed by more than 60% of the respondents for oral communication.

Per occupation level
The use and needs of languages per occupation level is depicted in Figures 3.081 to 3.084. The language used most regularly for oral communication at all occupation levels is Papiamento. Next to Papiamento at the management level and at the associate professionals level about 25% uses English and Dutch regularly for oral communication. More than 30% of the professionals next to Papiamento regularly communicate orally in Dutch. A quarter of all clerks next to Papiamento communicates orally in English and the the majority of the skilled workers and the elementary workers next to Papiamento use Spanish regularly for oral communication.
Looking at the needs for oral skills, we see that more than 50% of the management lack some oral skills in English and Spanish. The professionals and associate professionals mostly need Spanish oral skills. More than 60% of the clerks and 70% of the skilled workers need some extra skills for English oral communication, while about 65% of the skilled workers has a need for oral skills in English as well as in Papiamento and Spanish.

3.3.4 Written skills

In the questionnaire 10 questions were asked concerning the use of written skills. They cover:
- reading easy reading material or more heavy reading material
- writing a short official letter in the leisure time or a short business letter
- writing a personal letter
- filling out a form
- reading a short informational text
- studying a book or magazine about the own profession or <u>not</u> about the own profession
- writing a report, an article or a text for a lecture

Per mother tongue
Figures 3.085 to 3.088 show the use and needs of written skills by different language groups. All language groups, except the Papiamento speaking group, use considerably more written skills in their own language then in other languages. The lesser use of written skills by the Papiamento speaking group can be declared if you know that until now no formal education in Papiamento writing and reading skills are given. It seems that altogether considerably less members of the Papiamento group writes and reads than members of other language groups do. It would be interesting to know if education in Papiamento reading and writing would contribute to more using these skills.
The language most people in the English speaking group need written skills in is Spanish. The Dutch and the Spanish speaking group mostly lack written skills in English and Papiamento. About 60% of the Papiamento speaking group has a need for written skills in English.

Per labor sector
The languages used and needed for written communication per labor sector are depicted in Figures 3.089 to 3.092. In the industry sector the languages most regularly used for written communication are Spanish and Dutch. In the transport & communication and the financial sector the language most regularly used for written communication is English. In the construction sector, the wholesale sector, the retail sector and the public services sector the language most regularly used for written communication is Papiamento. In the hotel & restaurants sector both English and Papiamento are used regularly by more than 30% of the respondents, while in the personal & social services sector and the medical & health services sector the language most regularly used for written communication is Dutch.
In almost all labor sectors the language reading and writing skills are needed in by most is English. Exceptions are the transport & communication sector, where the language mostly needed for written communication is Spanish, the construction sector, where the language mostly needed for reading and writing is Papiamento and the financial services sector, where the language most written skills are needed in is Dutch.

Per level of education

The language most regularly used for reading and writing by people with primary education and basic vocational education is Papiamento (Figures 3.093 and 3.094). People with general secondary education and university most regularly use English for written communication, while respondents with advanced vocational or higher vocational education most regularly use Dutch for written communication. The language needed most for reading and writing by all respondents, irrespective of the level of education is English (Figures 3.095 and 3.096). Only at the primary education level there are as many respondents who need English than who need Papiamento written skills, while more than 10% has a clear need for Dutch reading and writing skills.

Per occupation level

Figures 3.097 to 3.100 show the use and needs of written skills in each language per occupation level. We notice that the languages most regularly used for written communications by the management, the professionals and the associate professionals are English and Dutch. Clerks mostly use both English and Papiamento for written communication, while skilled workers and elementary workers mostly use Papiamento for reading and writing.

Again the language needed most for written communication by all workers is English. The management, the professionals and the associate professionals next to English, have a considerable need for Spanish reading and writing skills. More than 50% of the clerks and the elementary workers next to English have a need for written skills in Dutch, while the majority of the skilled workers and elementary workers next to English lack reading and writing skills in Papiamento.

3.3.5 Receptive skills

Receptive skills are those skills needed to understand a language in spoken or written form. The questions asked concerning receptive skills covered:
-        listening to and following a TV program or a radio program
-        reading easy reading material or more heavy reading material
-        receiving instructions or advice at work
-        filling out a form
-        reading a short informational text
-        studying a book or magazine about the own profession or <u>not</u> about the own profession
-        attending a lecture or a course

Per mother tongue
The use and needs of receptive skills per mother tongue are depicted in Figures 3.101 to 3.104. All language groups mostly use receptive skills in their own language. This is probably both a consequence of the language chosen to read in and to listen to as of the filtering out of information in languages for which receptive skills are lacked. For example, there are books and magazines in different languages, but each language group prefers to read in its own language. Because there are not so many books or other reading materials available in Papiamento, this may be a reason why only about 35% of the Papiamento speaking group uses receptive skills regularly in its own mother tongue. This is low when in comparison 60% of the English speaking group, 50% of the Dutch speaking group and more than 80% of the Spanish speaking group use receptive skills in their own language.
Even though there are not so many books and other reading materials in Papiamento, not many respondents of this group refer to other languages to receive information. It should be noticed that even the English speaking group and the Spanish speaking group use receptive skills in Papiamento more regularly than the Papiamento speaking group.
Looking at the languages where most receptive skills are needed in, we see that the English and the Dutch speaking group mostly lack receptive skills in Spanish, while more than 50% of the Papiamento speaking group reports having a need for receptive skills in English, and most respondents in the Spanish speaking group have a need for receptive skills in both English and Papiamento.

Per labor sector
The languages mostly read and listened to per labor sector are shown in Figures 3.105 and 3.106. In the industry sector the language mostly used for listening and reading is Spanish. In the transport & communication sector, the language most people report regularly using receptive skills in is English. In the construction sector, the wholesale sector, the retail sector, the personal & social services sector and the public services sector the language mostly used for receiving information is Papiamento. Dutch is most regularly heard and read in the medical & health sector, while the remaining sectors, hotel & restaurants and financial services, most regularly use both English and Papiamento.
Figures 3.107 and 3.108 give a picture of the languages in which receptive skills are needed per labor sector. In the industry sector, the retail sector, the hotel & restaurants

sector, the personal & social services sector and the financial sector the language mostly receptive skills are needed in is English. In the industry sector, and the medical & health sector most respondents lack receptive skills in Spanish. People working in the construction sector mostly need receptive skills in Dutch, Papiamento and Spanish, while in the wholesale sector English and Dutch receptive skills are needed and in the public services sector receptive skills are needed in both English and Spanish.

Per level of education
Figures 3.109 to 3.112 show the use and needs of receptive skills by groups with different levels of education. People with primary education, basic vocational education, general secondary education and advanced vocational education mostly use listen to and read in Papiamento. People with higher vocational education regularly use receptive skills in English, Dutch and Papiamento. Respondents with a university degree report most regularly using English receptive skills. The latter is not so strange since many academic literature and communication is in English.
The language most respondents lack receptive skills in is English. People with only primary education next to English, have a need for receptive skills in Dutch and Papiamento, while people with advanced vocational, higher vocational and university education next to English, need receptive skills in Spanish.

Per occupation level
Figures 3.113 to 3.116 show the use and needs of receptive skills by respondents with different occupation levels. At the management level both English and Papiamento are heard and read regularly. Professionals and associate professionals regularly use Dutch for receiving information. Clerks, skilled workers and elementary workers most regularly use receptive skills in Papiamento.
Most respondents of the management, the professionals and the associate professionals have a need for receptive skills in both English and Spanish., while the clerks, skilled workers and elementary workers mostly have a need for listening and reading skills in English.

3.3.5 Productive skills

Productive skills are those skills needed to express oneself in a language orally or in written form. The questions asked in the questionnaire concerning productive skills were:

- asking and giving simple information in a common situation
- having a conversation in a small group, with friends, with persons who do a job at home, business relations, colleagues or fellow students
- writing a short official letter in the leisure time or a business letter
- writing a personal letter
- shopping
- participating in a meeting in the leisure time, in a business meeting or in a meeting or discussion about some study
- answering the phone and putting through the call
- having a business conversation on the phone
- giving instructions at work
- writing a report, an article or a text for a lecture

Per mother tongue

It seems logical that for each language group the own mother tongue is the language most regularly used to express oneself in. Figures 3.117 to 3.120 depict the use and needs of productive skills per language group.
Next to the own language 45% of the English speaking group and more than 60% of the Spanish speaking group express themselves regularly in Papiamento. The Dutch speaking group next to Dutch, regularly speaks and writes both English and Papiamento. Almost the same number of people of the Papiamento speaking group next to Papiamento expresses itself regularly in English, Dutch and Papiamento.
The English speaking group and the Dutch speaking group both mostly lack productive skills in Papiamento and Spanish. The Papiamento speaking group mostly has a need for English productive skills and the Spanish speaking group has a need for productive skills in both English and Papiamento. In fact, more than 90% of the Spanish speaking group has a need for Papiamento in at least one of the situations questioned.

Per labor sector

Figures 3.121 to 3.124 show the use and needs of productive skills per labor sector. All labor sectors most regularly use Papiamento for expressing themselves in oral or written form. Next to Papiamento the same number of respondents in the medical & health sector report using productive skills in Dutch regularly.
The language needed most for oral or written expression in the industry sector, the personal & social services sector, the medical & health services sector and the public services sector is Spanish. In the transport & communication sector and the financial sector the language mostly productive skills are needed in is Dutch. In the construction sector, and the hotel & restaurants sector most respondents have a need for speaking and writing skills in Papiamento. Finally in the wholesale and retail sector the language mostly productive skills are needed in is English.

Per level of education

The use and needs of productive skills in each language by people with different levels of education is presented in Figures 3.125 to 3.128. People with all levels of education mostly use Papiamento productive skills. Respondents who attended a 5 or 6 year stream of general secondary education next to Papiamento mostly use English for oral or written expression. People with primary education, basic vocational education and a 4-year stream of general secondary education as second most used languages for speaking and writing have English and Spanish. Most people with advanced vocational education, higher vocational education and university next to Papiamento tend to use Dutch to express themselves in oral or written form.

The language most respondents lack productive skills in is English. People with basic vocational education, advanced vocational education, higher vocational education and university next to English have a need for productive skills in Spanish.

Per occupation level

Figures 3.129 to 3.132 show the use and needs of productive skills in each language per occupation level. The same number of elementary workers uses both Papiamento and Spanish regularly for speaking and writing. People at all other levels of occupation most regularly use Papiamento in expressing themselves. Next to Papiamento the managers and professionals most regularly use Dutch, while the associate professionals use both Dutch and English as second languages next to Papiamento regularly. About 20% of the clerks express themselves regularly in English, which is less than the 35% of the skilled workers, who express themselves in English. The skilled workers, more than English, use Spanish for expressing themselves orally or in written form.

The languages most respondents lack productive skills in are English and Spanish. About 60% of the clerks next to these two languages have a need for productive skills in Dutch, while more than 60% of the skilled workers and the elementary workers lack productive skills in Spanish in one situation or the other.

3.4   Other languages used

Next to the four languages mainly spoken on Aruba there is a small percentage of the working population that reported using other languages as well in certain situations. Languages mentioned were German, French, Portuguese, Italian and Arab. German and French were mostly mentioned by people who have learned these languages in formal education. Portuguese and Italian were mentioned by some people working in the retail sector, the hotel & restaurants sector and the transport & communication sector. Arab was mentioned by one person who's mother tongue is Arab. The fact that German and French are used by people who learned them at school, means that knowing these languages works as a key for communication in that language. Since these languages were not mentioned by people not mastering them at all, it can be questioned if these German and French are generally needed or if knowledge of these languages is just an extra asset, fun to know but not of key importance. The languages Portuguese and Italian however, were mentioned by people not mastering them, but who nevertheless use them. The need for these languages rises in some sectors who deal with tourists. It is therefore interesting to reflect on the position these languages should or could have in formal education.

CHAPTER 4

RECOMMENDATIONS FOR EDUCATION POLICY

...every individual has an irrevocable right to literacy in his or her native language. This contributes to self-esteem, personal and social identity, self-expression within one's own cultural context and the full development of one's own potential. But members of different linguistic communities must also have access to the codes used for local and national decision-making, as well as the predominate international languages and codes.

Quoted from a passage on Education in the Third World Guide 1991/1992

4. RECOMMENDATIONS FOR EDUCATION POLICY

As we could notice in the previous chapter all four languages English, Dutch, Papiamento and Spanish are used by almost all respondents. In education these languages also each have a position. If we compare the position of each language with its use and needs in society, especially by the working population we notice a discrepancy between the supply and the demand for each language. We will first discuss the learning and teaching of languages as subjects. Then we will look at the instruction language issue. We will end this chapter with concrete strategies for action.

4.1 Languages as subjects in education

English

English has become the second language of all language groups in society. In primary education however, English is only offered in the last year of primary education. For a language that is so widely used, this is not a strong starting point. If we look at today's society where many children watch US TV-channels on cable, the school children of the very near future will have a basic English vocabulary which will not be utilized in school. Schools should be aware of knowledge already learned by children at home and benefit from this knowledge. Since English is an international language mastered by a great part of the world-citizens, this language is very important for overall communication. Through this language most information can be gathered. In all parts of the world including Holland, academic literature is being produced in English. The world is becoming smaller because of new communication and information possibilities, mainly taking place in English. In this framework Arubans have a relative advantage because they are already exposed to frequent use of English. Since Aruba is a small island and therefore depends on international contacts, it would be advantageous to invest in more profound learning and teaching of English, since this can help Arubans all over the world including for a study in Holland. In this research we could see that almost all respondents lacked skills in English in almost all situations. Since English is apparently learned fast as proven by the group with primary education who uses English extensively, without ever having learned it profoundly, maybe the position English should take in primary education should not be relatively large. However, based on the need for English with so many respondents, it should be larger than it is now. It would be wise to invest in an as broad as possible proficiency in English. Whatever educational orientation is chosen, mastery of English will be useful anyhow.

Dutch

Dutch is first learned in education. Outside the school it is used by the adult population, especially the higher educated ones. Its use is especially confined to educational and study purposes. This means that the skills taught in Dutch should especially be based on Dutch as an educational language, thus to study skills in Dutch.
These include:
- understanding instruction in Dutch
- reading an informational text in Dutch
- expressing one's knowledge and ideas in Dutch
- asking questions in Dutch

This implies a scholar vocabulary in Dutch, and practice in the use of these study skills.

However, next to knowledge and skills, to express oneself freely there are also affective skills needed, the most important being a feeling of self-confidence. A pupil must be aware that his thoughts are worth sharing, notwithstanding the problems of expressing them in a foreign language. This feeling of basic confidence in one's own thoughts and knowledge is a feeling that can be learned in the mother tongue. If a pupil learns to express his knowledge and thoughts in his own mother tongue first, he will learn that the language in which something is expressed is not so important as the content of what is meant to be expressed. When a person is over the first anguish to be judged by the form of expression rather than the contents of it, he will start to use the language more, and in this way by practice will learn to master it as good as possible.

At this time Dutch is also learned by communicating with the teacher in the classroom. Since many teachers themselves do not master the language Dutch sufficiently (personal observation), many children start with learning the language in a non-adequate way. Furthermore most children are aware that their teacher speaks Papiamento more proficiently and the language of instruction therefore regularly switches to Papiamento. Since this situation is not beneficial for the learning of Dutch and it is virtually impossible to require of all Aruban teachers to speak Dutch flawless before being authorized to teach in Aruban education, it should be considered to leave the learning of Dutch initially to some native speakers of Dutch or bilingual speakers who give Dutch as a subject in primary education. In this way children will learn the Dutch language more naturally and adequately.

The level of Dutch mastery after primary education should however be relatively high, will the pupils reach the aims mentioned before. To reach these aims it is important that the teaching of Dutch keep an important place in the primary school curriculum and that eventually the Dutch language be used for teaching to practice the study skills needed. However, study skills in Dutch are not needed by all pupils in all forms of education. Dutch is needed mostly by Dutch oriented schools or streams that lead to an exam in Dutch or by pupils who intend to migrate to Holland to continue studying. That is especially pupils in general secondary education and the groups in vocational education who are preparing themselves to continue studying on a higher level of vocational education. How to learn Dutch in such a way that lack of this language will not play a negative role in the gathering of knowledge and yet the language itself be learned sufficiently as a means to gather knowledge is a dilemma we have to try to solve through research, theory and practice.

Papiamento

Papiamento is the language most commonly used at different levels of communication by different language groups and in different sectors. The majority of the schoolchildren have learned Papiamento as their mother tongue and even children with parents who themselves have other mother tongues most probably learn to understand and speak Papiamento before starting school. When it's time to learn to read and write the best language to learn to read and write in is the language already mastered sufficiently orally, in this case Papiamento. After the child is used to the concept of different letters or graphemes representing different sounds or phonemes, this same concept can be applied in other languages. The child will then learn that different languages use different letters to represent more or less the same sound. In general it would be better to start with language knowledge already available and to use this knowledge for the teaching of foreign languages. When a language skill is mastered in the mother tongue it is easier to translate the same skill to

other languages. Furthermore the best language to learn a child to be creative and to develop his own potential and identity in his mother tongue.

Papiamento skills are even needed by higher educated persons to participate in meetings, to give lectures to write reports, etc. For these skills a special vocabulary and special skills are needed which should also be part of the curriculum in schools.

Spanish

The Spanish language is a regional language that is also used in Aruban society. This language is needed by great parts of society, especially at the higher occupation levels. The language itself is considered the least important for the functioning in society by the respondents. Yet it is an important language for regional cooperation and communication. Being surrounded by so many big Spanish speaking countries and sharing part of the Latin culture the Spanish language is mostly important for its cultural value and its function in regional economic cooperation. Latin America has a rich culture, with many great authors, musicians and other artists. These artistic expressions help to reflect on the Latin American cultural identity, which Aruba very much shares with its neighboring countries. Aruba also shares its history with some Latin American countries, like for example Venezuela. In this light Spanish skills are needed in two areas:

- receptive skills to share the cultural expressions of Latin American countries
- productive skills to maintain the good relationships with the Latin American countries, e.g. through economic cooperation

In education the first skills are already taught. However to maintain good relationships with Latin American countries some productive skills are needed such as writing letters in Spanish, giving a presentation in Spanish. These skills are not part of the current Spanish curriculum. In primary education many school-children will have learned some Spanish before formal education in it. This latent knowledge can be used and further developed by first teaching Spanish through known sources like songs, folk stories, etc. Everyday Spanish will have to be the base for understanding and sharing cultural expressions in Spanish.

4.2   The language of instruction

The language mostly used and needed in Aruban society was Papiamento. Yet Dutch offers possibilities of further studies in Holland and will keep being an important language to know because Aruba for the time being will remain part of the Dutch Kingdom. At the other hand English is a very developed international language, giving more possibilities than Dutch and apparently being learned easier by the Aruban society (see above) than Dutch. Furthermore, it is the second most important and most used language by the Aruban working population.

In 1988 the Aruban Government accepted a Policy Bill saying that it is the intention to work toward a bilingual education system on Aruba with two languages of instruction in primary education: Papiamento and Dutch. Although this is a great step forward, many questions remain unanswered. In this framework, what would be the position of English? The policy mainly reflects on the introduction of Papiamento as an instruction language, but does not reflect on the positions of foreign languages in general. Therefore, it would be necessary to reflect on the relation between Papiamento and *all* four foreign languages and not only on the relation between Papiamento and Dutch. Based on research data of this research and background knowledge about the Aruban society, the position of Spanish

should remain a subject in the school curriculum of all forms of education. English, Dutch and Papiamento, however, are eligible for the position of instruction language in Aruban education.

International educational developments

In Holland there are already discussions taking place about whether or not higher education (that is higher vocational education and university education) should take place in English. Because these institutes are also internationalizing it would not be surprising that by the time the current school-kids go to Holland for further higher education studies the language most needed in their studies is English instead of Dutch. Even the Dutch educational system is becoming more and more internationally oriented, as is also the case in other European countries, stimulated by their cooperation in building the European Community. The developments go more and more in the direction of the US educational system and degrees. In this framework Aruba should also reflect on its own educational orientation. This has to be done with a local perspective, a regional perspective, a national perspective and an international perspective.

Trilingual education

Should Aruba consider to use Papiamento, Dutch and English as an instruction language in different parts of the Aruban educational system, it would not be the first country to choose for trilingual education. In Luxembourg children start their education at age five through the medium of Luxemburger. German is initially a subject in the curriculum, then introduced as the main teaching medium. By the end of Grade 6, children function in much of the curriculum in German. French is introduced as a subject in Grade 2, and is increasingly used as a teaching medium in secondary education. "Most students have a working knowledge of three languages by the conclusion of schooling" (Lebrun & Baetens Beardsmore, 1993 in: Baker, 1993).

On Aruba it should be considered to start primary school in Papiamento, while teaching Dutch as a second language, but also introducing English as a subject at an early age. In secondary education it will depend very much which orientation Aruba wants to follow and which degrees it wants to offer. It would be interesting to think about the possibilities to offer examinations for US degrees next to the examinations for Dutch degrees. In vocational education it depends very much on the labor sector the education prepares for. If for example in the tourism industry sector the English language prevails it could be considered to offer education in English, yet fulfilling Dutch standards *and* US standards. In the same way it could be considered in basic vocational education to have Papiamento as an instruction language for those streams that clearly will not need Dutch for further education and will probably enter the Aruban labor market on a short base in a labor sector where Papiamento is the language mostly spoken. For example the technical training educating to work in a technical profession on Aruba. Most machines, tools and systems are imported from the US. Instruction is mostly in English, the machines are mainly known by their names in English. These people will only need instruction in Papiamento with some basic subject-specific knowledge in English to function optimally on the Aruban labor market. These kinds of considerations have to be made to be able to offer the Aruban population the best education possible.

4.3   Strategies for action

To be able to make founded decisions about the strategies to choose for educational development, it is important that all people involved cooperate in exploring the possibilities for future developments. In this section I will refer to the strategies and possibilities for the entire education sector.

Examinations
Currently examinations on Aruba are obtained in two ways: Dutch exams are received made by the CITO (that is the Dutch central institute for the development of tests) and own Aruban exams are produced by developing committees on Aruba itself. These last exams are mainly made for basic vocational education, advanced vocational education and the subject Spanish in general secondary education. Next to these exams it could be possible to offer US exams as a standard to all students who attend formal Aruban education, so they can choose to make such an exam and orient themselves more toward the US educational system. US degrees are internationally known and accepted and for this reason it could be an asset for Aruban students. Another possibility is to arrange that a US degree be given to each student who finishes a certain level of education on the base of equivalency. For example persons who finish higher vocational education in most Dutch institutes receive their Bachelor's Degree next to their Dutch higher vocational education degree. Reversely it could be discussed with Dutch examinations institutions what the possibilities are to render a Dutch educational degree to Aruban education if the language of instruction chosen is not Dutch, but the contents covered are virtually the same.

Educational development
The curriculum development section already started producing some educational materials in Papiamento. Next to Papiamento it may have to get involved in the development of a stronger language education curriculum, mostly involving an earlier start with English as a foreign language.
All levels of education and all sections within each level of education should reflect on the use and needs of the specific market they are educating their children for. Since currently many committees exist to reflect on each level of education these committees should see it as their responsibility to also make a choice on the languages offered in education and the instruction language used for each form of education.

Teacher training
The teacher training institute could assist in many development projects such as educational research projects, curriculum development projects, etc. etc. Teacher trainees at different levels of education could participate in or initiate the discussion on which languages to use in what sections and levels of education. Furthermore this institute could be involved in the recapacitation of the current teachers, mainly to learn to use Papiamento as an instruction language and to learn to teach Papiamento as a subject in education.

Production of reading materials
As we could see in the previous chapter many people with Papiamento mother tongue do not use receptive skills in Papiamento as often as members of other language groups use receptive skills in their language. It is often observed that Arubans do not like to read, but this could be caused by lack of reading materials in their own language.

There are already many people involved in the collection and production of Papiamento reading materials. Next to these efforts it is possible to write out prizes for adult literature in Papiamento, for stories written by children in Papiamento and it could be stimulated that teachers or teacher trainees write books for children and adolescents in Papiamento.

Further research
Next to the research discussed in this thesis, into the language use and language needs of the working population, it would be very interesting to know what are the language skills needed in education itself and in further education in a foreign country. The best decisions can be made when certain possibilities are worked upon and tried out in an experimental school. History has learned that the best way to learn is simply by doing. However, previous to start an experiment it is very important to visit other countries and look at the practice of bilingual and multilingual education in other countries. We could learn much from the results and mistakes of other countries or regions.

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Appendices belonging to

MULTILINGUALISMO I ENSEÑANSA:

Language needs in Aruban education

A survey of the language use and language needs

of the Aruban working population

Thesis in partial fulfillment
of the master's degree in
Educational Sciences at the
Catholic University of Nijmegen.
Under the supervision of:
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    Faculty of Educational Sciences, Catholic University of Nijmegen;
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    Faculty of Languages and Culture, Catholic University of Brabant;
dr. W. Rutgers,
    Pedagogic Institute of Aruba.

august, 1995.

CONTENTS

Appendix A

The questionnaire

Dear participant,

The purpose of this questionnaire is to collect information about <u>what</u> <u>languages</u> are used in Aruba in different situations. With this information we can adapt the aims and objectives regarding language instruction in such a way that in the future these will serve better the use of languages in our multilingual society.

1 The questionnaire consists of 17 pages. Please check if you have received them all. If this is not the case please contact Régine Boekhoudt-Croes, tel.nr. 24463 or Irena Croes, tel.nr: 43434 or 40508 as soon as possible.

2 The intention is that you answer each question as accurate as possible, by filling in the circle that most corresponds with your case.

　　　For example:
　　　EXAMPLE 1
　　　If you have learned to speak Papiamento from your parents or educators, then in the next question you fill in the circle next to "Papiamento".

What language/languages have you learned from your parents/educators before attending school?

O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

　　　EXAMPLE 2
　　　If several times a week you ask simple information in Spanish, p.e. order a drink in Spanish, then in the next question you fill in the circle under "several times a week". If you have a little difficulty in ordering that drink in English, then you fill in the circle under "I can with a little difficulty".
　　　In the same way you answer the rest of the question for the languages English, Dutch, Papiamento and any other language that you may use in such a situation (p.e. Portuguese, French, German, Chinese).

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages when ASKING simple information in a common situation in Aruba p.e. asking the way, ordering a meal, asking about public transport, business hours of a company, etc. etc.

	FREQUENCY					DIFFICULTY			
	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-cult;	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

3 If you (almost) never use <u>a certain language</u> in a given situation, then for that language you don't need to answer WITH WHAT DIFFICULTY you use that language.

4 If a given <u>situation</u> never occurs at your work, in your leisure time or in your study, please DO NOT skip the question, but for every language fill in the circle under "(almost) never".

    For example:

    If you never read a book or magazine about your own profession, then you don't use any language for reading a book or magazine about your own profession. In that case in the next question for every language you fill in the circle under "(almost) never".

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages for reading a book or magazine about your own profession:

	FREQUENCY					DIFFICULTY			
	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	o	o	o	o	o	o	o	o	o
Dutch	o	o	o	o	o	o	o	o	o
Papiamento	o	o	o	o	o	o	o	o	o
Spanish	o	o	o	o	o	o	o	o	o
Other, namely:									
....	o	o	o	o	o	o	o	o	o

5 No answer is right or wrong! Our purpose is to get a clear picture of the real language situation in Aruba. For that reason we once more put emphasis on the importance of answering all questions according to the truth in your case. If in this way we come to know that a lot of people have difficulty with the use of a language, p.e. Spanish, in a certain situation, p.e. writing a letter, then we can adjust the educational system in such a way that in the future more attention will be given to the training of letter-writing in Spanish. The future generations of pupils will benefit from the fact that you answer this questionnaire as honestly as possible.

6 Finalizing we guarantee that all information will remain anonymous. At the same time we want to thank you very much for your cooperation. Thanks to your effort we can improve the educational system in Aruba.

                      We hope you enjoy filling in this questionnaire,
                      Success,
                      in name of the Department of Education of Aruba,

                      Régine Boekhoudt-Croes

1. Age: _____ years 2. Sex: feminine/masculine[*]

3. Place of birth: _____. 4. Nationality: _____

5. District where you live: _____

6. Profession: _____

7. Actual job: _____

8. Business/ Office: _____

How long have you been living/working in Aruba?

9. live:___yrs/10. work:___yrs

[*] *Cross out what does not apply to your case.*

11. Which language(s) have you learned from your parents/educators before attending school?

O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

12. Indicate for each language WITH WHAT FREQUENCY you speak that language AT HOME.

	daily	several times a week	several times a month	several times a year	(almost) never
English	O	O	O	O	O
Dutch	O	O	O	O	O
Papiamento	O	O	O	O	O
Spanish	O	O	O	O	O
Other, namely:					
....	O	O	O	O	O

13. Indicate WHICH types of education you have followed, for HOW LONG, WHERE (in what country) and IN WHICH LANGUAGE that education was given:

No.	Type of education	quantity of years	country	language
p.e.	Primary education	6	Aruba	Dutch
1.				
2.				
3.				
4.				
5.				
6.				

14. Do the same thing for additional courses you may have followed later on IN RELATION TO YOUR JOB OR FURTHER PERSONAL PROFESSIONAL DEVELOPMENT:

No.	Name of the course	quantity of years	country	language
p.e.	Computers	2	Aruba	Eng.
1.				
2.				
3.				
4.				
5.				
6.				

1   *IN YOUR LEISURE TIME*

Attention: <u>Not</u> at work!

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages

15.   when **ASKING** simple information in a common situation in Aruba (p.e. asking the way, ordering a meal, asking about public transport, in a conversation, when asking for the business hours of a company, etc. etc.)

	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

16.   when **GIVING** simple information in a common situation in Aruba (p.e. answering questions of tourists, indicating the way, answering questions at the bank, a government office, etc.)

	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

17. when listening to and following a <u>movie</u> or <u>tv-program</u>

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
				FREQUENCY				DIFFICULTY	
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

18. when listening to a <u>radio program</u> in which the understanding of the text plays an important role

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

19. when having a conversation in a small group (2-5 persons) about common subjects such as your profession or your hobby, etc.

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

20. when reading comics, magazines, papers and other easy reading material

	FREQUENCY					DIFFICULTY			
	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

21. when writing a short official letter in relation to for example booking a room, applying for a job, writing a letter of complaint, etc.

	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

22. when writing a personal letter to p.e. family or friends

	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

23. when reading a novel, a collection of stories, etc.

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
					FREQUENCY	**DIFFICULTY**			
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

24. when shopping

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

25. when having a conversation with friends, going out with friends

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

26. when talking to persons who do jobs at your home, p.e. a cleaner, a gardener, painter, technician, car washer, etc.

| | FREQUENCY | | | | | DIFFICULTY | | | |
	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

27. when participating in a meeting about p.e. your hobby, etc. (attention: NOT for your job or your study)

	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages

28. when communicating with business relations, guests or clients

		FREQUENCY				DIFFICULTY			
	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

29. when answering the phone and putting through the call

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

30. when having a business conversation on the phone

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

31. when participating in a business meeting

	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
			FREQUENCY			**DIFFICULTY**			
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

32. when GIVING instructions or advice on your own profession

	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

33. when RECEIVING instructions or advice on your own profession

	daily	several times a week	several times a month	several times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

34. when writing a short business letter, a fax, etc.

	FREQUENCY					DIFFICULTY			
	daily	several times a week	several times a month	several times a year	(al- most) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

35. when filling out a form

	FREQUENCY					DIFFICULTY			
	daily	several times a week	several times a month	several times a year	(al- most) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

36. when reading a short informational text, p.e. a manual, a business letter or a fax

	FREQUENCY					DIFFICULTY			
	daily	several times a week	several times a month	several times a year	(al- most) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

37. when communicating with colleagues

	FREQUENCY					DIFFICULTY			
	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	
Other, namely:									
....	O	O	O	O	O	O	O	O	O

Attention: You can think of courses for your job or profession, but also for your own personal development, such as a course about talking in groups, etc.

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages

38. when studying a book or magazine about your own profession

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

39. when studying a book or magazine NOT about your own profession

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

40. when writing a report, an article or a text for a lecture

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

41. when attending a lecture or a course in relation to your study

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

42. when participating in a meeting or discussion in relation to your study

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

43. when having a conversation with a fellow student

	daily	several times a week	several times a month	several times a year	(al-most) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	O	O	O	O	O	O	O	O	O
Dutch	O	O	O	O	O	O	O	O	O
Papiamento	O	O	O	O	O	O	O	O	O
Spanish	O	O	O	O	O	O	O	O	O
Other, namely:									
....	O	O	O	O	O	O	O	O	O

44. WITH WHAT FREQUENCY do you think in the following languages?

	daily	several times a week	several times a month	several times a year	(almost) never
English	O	O	O	O	O
Dutch	O	O	O	O	O
Papiamento	O	O	O	O	O
Spanish	O	O	O	O	O
Other, namely:					
....	O	O	O	O	O

ADDITIONAL QUESTIONS

---

45. Which language(s) do you <u>understand</u> WELL, but you do not hear very often?
O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

46. Which language(s) do you <u>speak</u> WELL, but you do not speak very often?
O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

47. Which language(s) do you <u>read</u> WELL, but you do not read very often?
O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

48. Which language(s) do you <u>write</u> WELL, but you do not write very often?
O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

49. Which language(s) do you NOT <u>understand</u> well, but you have to understand regularly?

O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

50. Which language(s) do you NOT <u>speak</u> well, but you have to speak regularly?

O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

51. Which language(s) do you NOT <u>read</u> well, but you have to read regularly?
O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

52. Which language(s) do you NOT <u>write</u> well, but you have to write regularly?
O English
O Dutch
O Papiamento
O Spanish
O Other, namely: ....

QUESTIONS OF SEQUENCE

In these questions we expect you to put a number in front of every language, according to their relative sequence.

For example:
    3   English
    5   Dutch
    1   Papiamento
    4   Spanish
    2   Other, namely: German

This is to indicate that p.e. at your home you MOSTLY speak Papiamento (1), German is the second mostly spoken language at your home (2) followed by English (3) and Spanish (4); with Dutch in the last place, indicating that this is the language that is less often spoken at your home.

Now answer the next questions in the same manner, but according to the reality in YOUR situation.

53. Indicate which language you <u>understand</u> best, second best, etc.

____ English

____ Dutch

____ Papiamento

____ Spanish

____ Other, namely: _____

54. Indicate which language you <u>speak</u> best, second best, etc.

____ English

____ Dutch

____ Papiamento

____ Spanish

____ Other, namely: _____

55. Indicate which language you <u>read</u> best, second best, etc.

____ English

____ Dutch

____ Papiamento

____ Spanish

____ Other, namely: _____

56. Indicate which language you <u>write</u> best, second best, etc.

____ English

____ Dutch

____ Papiamento

____ Spanish

____ Other, namely: _____

57. Indicate which language FOR YOU is the most important for your
    functioning in the Aruban community, the second most important, etc.

____ English

____ Dutch

____ Papiamento

____ Spanish

____ Other, namely: _____

58. Indicate which language is the closest to your heart, the second closest, etc.

____ English

____ Dutch

____ Papiamento

____ Spanish

____ Other, namely: _____

If you have any comments on how you experienced filling in this questionnaire please use this space to write them down.

Appendix B

Frequencies of answers

The frequencies of each answer are presented in percentages per question asked.

12. Indicate for each language WITH WHAT FREQUENCY you speak that language AT HOME.

	daily	several times a week	several times a month	several times a year	(almost) never
English	16.5	28.3	11.4	5.7	21.5
Dutch	21.2	24.9	9.4	3.4	21.2
Papiamento	79.1	10.4	3.4	1.3	2.4
Spanish	23.9	20.9	8.8	5.7	20.9
Other:	0.7	0.7	1.7	2.0	—

Javanese/Surinam (1)
Surinam (2)
French (5)
German (5)
Portuguese (1)
Arab (1)

1 *IN YOUR LEISURE TIME*

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages

15. when ASKING simple information in a common situation in Aruba

	FREQUENCY					DIFFICULTY			
	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	29.6	27.9	16.8	7.1	8.4	62.6	22.9	4.4	1.3
Dutch	23.6	28.3	13.8	5.7	12.1	60.3	17.5	2.0	6.7
Papiamento	82.5	8.4	3.0	1.3	1.3	82.5	6.4	2.4	0.3
Spanish	30.0	29.3	17.5	4.7	9.8	60.9	20.5	5.7	2.0
Other:	1.3	0.7	1.3	2.0	—	2.0	2.0	2.0	0.0

Javanese/Surinam (1)
Surinam (1)
French (9)
German (5)
Portuguese (3)
Arab (1)
French & German (1)

16. when GIVING simple information in a common situation in Aruba

| | FREQUENCY | | | | | DIFFICULTY | | | |
	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	32.0	30.3	19.2	9.4	4.0	62.3	24.2	4.0	1.0
Dutch	23.2	25.6	15.5	10.1	9.1	58.9	15.2	2.4	7.1
Papiamento	62.6	13.1	5.1	3.0	3.0	74.7	6.4	2.4	0.3
Spanish	28.3	30.0	15.8	9.8	8.1	57.6	21.2	6.1	2.0
Other:	0.0	0.3	0.7	2.0	-	0.7	2.0	0.7	0.0

French (6)
German (3)
Portuguese (1)
French & German (1)
French, Portuguese, German & Italian (1)

17. when listening to and following a movie or tv-program

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	65.0	20.5	4.7	1.7	2.4	65.7	23.2	4.7	1.0
Dutch	10.4	18.5	14.5	11.4	18.5	52.6	12.1	1.7	6.4
Papiamento	52.5	19.9	6.1	3.0	5.1	76.4	6.7	1.0	1.0
Spanish	62.0	16.8	7.1	5.1	3.4	70.4	12.8	4.7	2.0
Other:	0.3	0.3	1.0	0.3	-	0.7	1.0	1.0	0.3

French (2)
Italian (1)
German (2)
Portuguese (2)
French & German (1)
French, Portuguese, German & Italian (1)
French, German, Portuguese & Italian (1)

18. when listening to a radio program in which the understanding of the text plays an important role

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	26.3	24.2	9.1	7.1	12.5	53.5	16.5	5.4	1.0
Dutch	22.6	15.5	14.1	5.1	15.2	54.5	10.8	1.7	6.1
Papiamento	83.5	7.7	1.7	2.4	1.0	82.2	5.7	1.3	1.0
Spanish	23.9	15.8	10.1	8.1	17.5	57.2	10.1	4.7	2.0
Other:	0.0	0.0	0.3	0.3	-	0.7	0.7	0.0	0.0

French (2)
Portuguese (1)
French & German (1)

19. when having a conversation in a small group (2–5 persons) about common subjects such as your profession or your hobby, etc.

| | FREQUENCY | | | | | DIFFICULTY | | | |
	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	22.2	23.2	15.2	12.1	10.1	51.2	23.2	5.4	2.0
Dutch	24.2	20.9	12.1	8.4	12.8	54.5	14.8	2.0	7.4
Papiamento	78.5	11.4	4.0	1.3	1.0	83.5	8.4	1.7	0.3
Spanish	24.2	18.5	13.1	9.8	15.8	51.9	21.2	5.1	2.4
Other:	0.3	1.0	0.0	0.3	–	1.7	0.3	0.3	0.0
Javanese/Surinam (1)									
French (1)									
German (1)									
Portuguese (3)									
Arab (1)									

20. when reading comics, magazines, papers and other easy reading material

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	32.3	27.6	18.2	6.1	4.7	63.0	17.5	4.0	2.0
Dutch	32.3	23.2	15.8	3.7	9.1	63.0	12.5	1.3	6.7
Papiamento	78.8	11.4	2.4	0.3	3.7	79.5	8.8	1.3	0.7
Spanish	19.5	21.2	21.9	7.1	15.2	57.9	14.1	4.4	3.0
Other:	0.0	0.3	0.3	0.0	–	0.7	0.3	0.0	0.0
French (2)									
Arab (1)									

21. when writing a short official letter in relation to for example booking a room, applying for a job, writing a letter of complaint, etc.

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	19.5	12.1	13.5	22.9	19.5	44.1	27.9	6.1	2.7
Dutch	16.2	10.4	9.8	20.5	24.2	46.5	18.5	4.0	7.1
Papiamento	18.9	10.1	12.8	16.8	25.9	56.9	12.5	5.1	2.7
Spanish	13.1	4.7	8.1	16.8	35.7	39.4	20.2	7.1	5.7
Other:	0.0	0.3	0.0	0.0	–	0.3	0.3	0.0	0.0
French (1)									
German (1)									

22. when writing a personal letter to p.e. family or friends

			FREQUENCY					DIFFICULTY	
	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	7.4	4.4	12.5	21.2	29.6	41.4	22.2	4.0	3.0
Dutch	7.1	6.7	15.2	18.9	26.3	47.1	14.1	2.7	6.4
Papiamento	19.5	6.1	19.2	23.2	18.5	67.3	6.7	4.4	3.4
Spanish	9.4	3.4	10.4	17.2	35.4	39.7	20.5	5.7	5.7
Other:	0.0	0.0	0.3	2.0	–	1.3	1.0	0.0	0.0
French (4)									
German (2)									
Portuguese (1)									
Arab (1)									

23. when reading a novel, a collection of stories, etc.

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	19.9	17.2	16.5	17.8	16.2	54.9	19.5	4.7	2.7
Dutch	20.5	13.8	19.5	15.2	15.5	63.0	10.1	1.7	6.7
Papiamento	18.5	12.1	12.1	10.4	25.3	58.9	9.4	2.0	1.3
Spanish	15.8	11.4	14.5	16.2	25.9	52.9	14.5	5.4	4.4
Other:	0.0	0.0	0.7	1.0	–	0.7	0.7	0.3	0.0
French (3)									
German (1)									
Portuguese (1)									

24. when shopping

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	13.8	16.5	18.5	11.4	15.2	51.5	14.1	4.7	0.3
Dutch	9.1	12.8	17.8	10.8	21.2	52.5	11.1	0.7	6.1
Papiamento	59.6	21.9	12.1	1.0	1.0	80.8	7.4	1.7	0.7
Spanish	20.5	22.9	18.5	5.1	15.2	57.9	13.8	4.7	2.4
Other:	0.0	0.3	0.0	0.3	–	0.7	0.0	0.0	0.0
French (1)									
Portuguese (1)									

25.　　　　　when having a conversation with friends, going out with friends

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	18.5	11.8	17.2	16.8	14.8	48.8	18.2	4.0	1.3
Dutch	15.8	12.1	17.2	13.8	16.5	51.2	12.1	0.7	6.7
Papiamento	65.0	14.5	8.4	3.7	3.0	80.8	6.4	2.0	0.3
Spanish	18.2	14.5	14.8	12.8	20.5	52.2	18.2	3.4	3.0
Other:	0.3	0.7	0.7	0.3	-	2.0	0.7	0.0	0.0
Surinam (2)									
French (2)									
German (1)									
Portuguese (2)									
Arab (1)									

26.　　　　　when talking to persons who do jobs at your home

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	10.1	5.1	9.1	16.5	31.6	43.8	13.1	4.0	1.3
Dutch	3.4	3.7	5.4	8.4	44.1	41.8	7.1	1.7	6.4
Papiamento	36.0	15.8	13.1	13.1	13.5	72.7	6.4	1.7	0.7
Spanish	17.5	10.1	10.1	13.1	27.9	47.8	13.5	5.4	1.7
Other:	0.0	0.7	0.0	0.0	-	0.0	0.0	0.7	0.0
French (2)									

27.　　　　　when participating in a meeting about p.e. your hobby, etc.

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	8.8	5.4	11.1	15.5	32.3	40.7	12.1	4.7	1.7
Dutch	5.7	6.4	8.8	12.1	34.3	41.1	7.1	0.7	6.7
Papiamento	32.3	16.2	14.1	15.2	13.1	72.7	5.4	2.0	0.3
Spanish	10.8	5.7	5.1	11.4	39.1	38.4	11.8	4.7	2.4
Other:	0.0	0.3	0.0	0.3	-	1.0	0.0	0.0	0.0
Portuguese (2)									
Arab (1)									

Indicate **WITH WHAT FREQUENCY** and **WITH WHAT DIFFICULTY** you use the following
languages

28.   when communicating with business relations, guests or
                 clients

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	52.2	16.8	11.4	7.7	3.0	58.6	26.6	5.1	0.7
Dutch	37.7	20.9	13.1	5.1	8.1	62.6	15.2	1.0	7.1
Papiamento	80.1	8.1	2.4	1.0	1.7	81.8	7.4	1.3	0.3
Spanish	40.4	22.6	9.4	9.4	8.1	59.3	18.9	5.7	2.7
Other:	1.3	0.7	0.7	1.0	–	1.7	0.7	1.3	0.3
French (3)									
German (3)									
Portuguese (4)									
Arab (1)									
French & German (1)									

29.   when answering the phone and putting through the call

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	42.1	23.2	11.4	5.7	5.1	63.3	16.2	4.0	1.7
Dutch	32.3	21.5	12.5	5.1	9.4	62.6	11.8	1.0	6.4
Papiamento	82.5	7.7	1.7	0.7	2.0	81.8	5.4	1.0	0.7
Spanish	33.0	22.6	13.1	7.4	10.1	59.6	15.2	5.1	2.0
Other:	0.0	0.3	1.0	0.0	–	1.0	0.0	0.0	0.3
French (1)									
German (1)									
Portuguese (1)									

30.   when having a business conversation on the phone

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	37.0	17.8	14.8	7.4	9.1	55.9	19.2	3.7	0.7
Dutch	26.9	19.9	13.8	6.1	12.8	57.6	12.1	1.3	6.1
Papiamento	69.0	10.1	5.1	3.0	5.1	77.8	6.4	1.3	1.0
Spanish	25.6	18.5	13.1	10.1	18.5	53.2	18.9	5.4	2.4
Other:	0.0	0.3	0.7	0.3	–	1.0	0.0	0.0	0.3
French (1)									
German (2)									
Portuguese (1)									

31.   when participating in a business meeting

| | FREQUENCY | | | | | DIFFICULTY | | | |
	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	15.8	6.1	15.5	13.1	26.6	44.4	17.5	3.7	1.7
Dutch	14.8	8.8	13.8	12.1	23.9	45.8	12.1	1.3	6.4
Papiamento	38.7	9.8	16.5	14.5	11.8	74.4	6.1	2.0	0.7
Spanish	8.8	4.7	5.7	9.4	40.4	35.4	13.5	4.0	2.7
Other:	0.3	0.3	0.0	0.0	-	0.7	0.0	0.0	0.0
German (1)									
Arab (1)									

32.   when GIVING instructions or advice on your own profession

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	25.3	12.5	10.8	8.8	20.9	47.8	15.8	3.7	1.3
Dutch	23.2	12.8	10.4	6.1	20.5	48.8	11.4	0.7	6.4
Papiamento	66.3	11.8	7.1	3.0	5.7	80.8	6.1	1.7	0.7
Spanish	22.9	10.8	7.4	7.4	27.6	43.8	15.5	4.0	4.0
Other:	0.7	0.3	0.0	0.3	-	1.0	0.3	0.0	0.0
French (1)									
German (1)									
Portuguese (1)									
Arab (1)									

33.   when RECEIVING instructions or advice on your own profession

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	21.2	8.1	11.4	9.8	25.3	48.8	12.5	3.0	2.0
Dutch	24.2	10.1	11.1	6.7	20.5	51.2	8.1	0.7	6.7
Papiamento	63.6	11.4	8.1	4.4	6.1	78.8	5.7	1.3	0.3
Spanish	12.1	6.7	5.7	7.1	37.7	38.7	12.1	3.0	2.7
Other:	0.3	0.0	0.0	0.0	-	0.7	0.0	0.0	0.0
German (1)									
Arab (1)									

34.   when writing a short business letter, a fax etc.

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi- culty	I can with a little diffi- culty	I can with a lot of diffi- culty	I can't
English	25.3	11.4	14.8	10.4	21.5	48.1	17.5	3.0	2.7
Dutch	18.9	10.4	12.8	9.8	24.6	47.1	11.8	1.0	7.1
Papiamento	25.3	9.8	10.1	8.8	27.6	55.6	10.8	1.7	2.4
Spanish	8.4	4.7	4.7	13.1	42.1	34.3	16.8	4.0	5.1
Other:	0.0	0.0	0.3	0.0	-	0.0	0.3	0.0	0.0
German (1)									

35.   when filling out a form

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	20.2	9.1	11.4	24.9	17.2	55.2	17.5	4.4	1.7
Dutch	16.5	9.8	11.1	29.0	12.1	55.9	11.8	1.0	6.4
Papiamento	20.5	10.8	14.1	26.9	11.4	70.4	7.4	1.0	1.0
Spanish	9.1	2.4	5.1	14.5	40.4	40.1	13.8	4.0	3.7
Other:	0.0	0.3	0.0	0.0	–	0.3	0.0	0.0	0.0
German (1)									

36.   when reading a short informational text

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	32.0	19.2	17.2	17.2	5.1	61.3	20.5	3.0	1.0
Dutch	18.2	17.8	12.8	13.8	14.1	58.2	8.4	0.7	5.4
Papiamento	23.6	13.1	13.8	9.8	18.5	64.0	6.4	1.7	0.3
Spanish	11.4	9.1	13.5	16.2	26.9	47.1	15.2	4.7	1.7
Other:	0.0	0.3	0.3	0.0	–	0.7	0.0	0.0	0.0
German (2)									

37.   when communicating with colleagues

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	25.9	13.8	7.1	9.8	20.9	50.2	14.8	3.0	1.7
Dutch	30.0	11.4	9.1	5.1	19.2	51.9	11.1	0.0	6.4
Papiamento	89.6	4.4	0.0	0.3	2.0	81.8	7.4	1.3	0.3
Spanish	25.3	10.4	6.1	3.7	32.7	46.8	14.1	3.0	3.7
Other:	1.0	0.0	0.0	0.0	–	1.0	0.0	0.0	0.0
French (1)									
German (1)									
Arab (1)									

FREQUENCY   DIFFICULTY

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages

38.   when studying a book or magazine about your own profession

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	20.2	16.2	17.8	14.8	15.5	50.8	19.5	5.1	1.3
Dutch	16.5	13.8	15.2	14.5	16.8	52.2	10.4	2.7	5.7
Papiamento	15.2	8.4	5.1	11.4	34.3	53.9	7.4	1.7	1.0
Spanish	9.4	5.7	5.4	10.4	42.4	38.4	11.6	5.4	2.4
Other:	0.0	0.0	1.0	0.0	–	0.3	0.7	0.0	0.0
German (3)									

39.   when studying a book or magazine <u>NOT</u> about your own profession

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	17.2	18.5	19.5	16.8	12.1	51.9	19.9	5.4	1.3
Dutch	17.5	15.5	16.2	12.5	16.5	54.9	11.1	1.3	6.4
Papiamento	19.5	12.5	10.1	11.1	23.2	57.6	7.7	2.4	0.7
Spanish	15.2	10.4	11.1	12.1	31.0	45.8	13.5	5.4	3.7
Other:	0.0	0.0	0.3	0.3	–	0.7	0.0	0.0	0.0
German (2)									

40.   when writing a report, an article or a text for a lecture

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	9.4	4.0	9.1	17.5	38.4	36.4	17.5	4.4	3.4
Dutch	10.1	5.7	8.4	14.5	35.7	39.1	12.1	2.4	7.1
Papiamento	15.2	6.1	6.7	17.2	36.4	49.5	8.4	2.0	4.0
Spanish	8.8	4.0	2.4	7.1	52.5	30.0	13.8	5.4	6.4
Other:	0.0	0.0	0.0	0.0	–	0.0	0.0	0.0	0.0

41.   when attending a lecture or a course in relation to your study

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any difficulty	I can with a little difficulty	I can with a lot of difficulty	I can't
English	7.7	6.4	12.1	34.3	22.2	48.5	18.5	3.0	2.4
Dutch	6.4	4.7	8.4	31.3	24.2	48.8	10.1	2.4	6.4
Papiamento	13.6	7.4	14.5	29.3	20.2	65.3	6.4	2.0	1.3
Spanish	7.4	4.4	4.7	11.1	44.4	37.4	10.8	3.7	4.4
Other:	0.0	0.0	0.0	0.0	–	0.0	0.0	0.0	0.0

42. when participating in a meeting or discussion in relation
     to your study

	FREQUENCY					DIFFICULTY			
	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	8.8	4.4	9.1	20.2	34.0	37.4	16.2	4.4	1.3
Dutch	10.8	5.1	9.4	16.8	30.6	43.4	8.4	1.7	5.1
Papiamento	13.8	7.4	9.1	18.9	27.3	53.9	5.4	1.0	0.7
Spanish	6.7	4.0	2.7	8.4	46.5	30.3	11.4	4.0	3.4
Other:	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0	0.0

43. when having a conversation with a fellow student

	daily	sev. times a week	sev. times a month	sev. times a year	(almost) never	I can without any diffi-culty	I can with a little diffi-culty	I can with a lot of diffi-culty	I can't
English	8.1	5.4	7.7	17.2	32.7	38.0	14.1	4.4	1.0
Dutch	11.1	8.1	7.7	12.1	30.3	42.1	8.1	1.3	6.1
Papiamento	30.0	9.8	6.7	15.2	21.5	62.3	4.7	1.0	0.7
Spanish	7.4	4.0	2.4	7.7	45.5	32.7	9.8	4.0	2.0
Other:	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0	0.0

4   *WHEN THINKING*

44. WITH WHAT FREQUENCY do you think in the following langua-
     ges?

	daily	several times a week	several times a month	several times a year	(almost) never
English	38.7	22.2	11.1	4.0	11.4
Dutch	37.0	20.5	8.4	3.7	12.8
Papiamento	78.1	8.4	2.4	1.0	2.0
Spanish	26.3	13.5	8.8	6.4	26.6
Other:	1.0	1.0	0.7	0.7	-

Javanese/ Surinam (1)
Surinam (1)
French (3)
Italian (1)
German (3)
Portuguese (1)

Appendix C

*Language needs per question,
specified according to
frequency and difficulty
of language use*

*The frequencies of each
combination of frequency and
difficulty of language are presented
in percentages per question asked.*

Indicate **WITH WHAT FREQUENCY** and **WITH WHAT DIFFICULTY** you use the following languages

15.   when **ASKING** simple information in a common situation in Aruba

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	3.0	0.0	0.0	8.8	1.0	0.0	5.7	1.0	0.0	2.4	0.7	0.0
Dutch	0.7	0.0	0.0	6.1	0.3	0.0	4.0	0.7	0.3	2.4	0.0	0.0
Papiamento	2.7	0.3	0.0	2.4	1.3	0.0	0.3	0.7	0.0	0.0	0.0	0.0
Spanish	4.0	0.0	0.0	8.1	0.7	0.0	4.7	1.3	0.0	1.7	0.3	0.0

16.   when **GIVING** simple information in a common situation in Aruba

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	4.0	0.0	0.0	11.4	0.7	0.0	4.7	1.7	0.0	3.7	0.7	0.0
Dutch	2.4	0.0	0.0	3.7	0.7	0.0	4.7	0.7	0.0	2.4	0.3	0.3
Papiamento	2.4	0.3	0.0	2.7	0.7	0.0	0.3	0.7	0.0	0.3	0.0	0.0
Spanish	3.4	0.0	0.0	8.1	1.7	0.0	5.1	1.0	0.0	3.0	1.7	0.0

17.   when listening to and following a <u>movie</u> or <u>tv-program</u>

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	11.1	0.3	0.0	8.4	1.3	0.0	1.7	1.7	0.0	0.3	0.7	0.0
Dutch	0.7	0.0	0.0	4.0	0.0	0.0	1.7	0.3	0.0	1.0	0.7	0.0
Papiamento	2.4	0.0	0.0	3.0	0.3	0.0	0.7	0.3	0.3	0.3	0.0	0.0
Spanish	5.7	0.0	0.3	3.4	1.0	0.0	2.0	2.0	0.0	1.0	1.0	0.3

18. when listening to a <u>radio program</u> in which the understanding of the text plays an important role

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	1.3	0.7	0.0	8.4	0.7	0.0	2.0	1.0	0.0	2.0	1.3	0.0
Dutch	1.3	0.0	0.0	3.7	0.0	0.0	3.0	0.3	0.3	0.0	0.7	0.3
Papiamento	3.0	0.3	0.0	2.0	0.7	0.0	0.0	0.3	0.3	0.7	0.0	0.3
Spanish	1.0	0.0	0.0	3.7	0.7	0.0	1.3	1.7	0.0	1.0	0.7	0.3

19. when having a conversation in a small group (2-5 persons) about common subjects such as your profession or your hobby, etc.

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	2.0	0.0	0.0	6.1	0.3	0.0	6.7	0.7	0.0	5.4	2.0	0.0
Dutch	0.7	0.0	0.0	5.1	0.0	0.0	3.0	0.0	0.0	3.0	0.3	0.0
Papiamento	4.7	0.0	0.0	2.7	0.3	0.0	0.3	0.3	0.0	0.0	0.3	0.0
Spanish	3.0	0.0	0.0	6.4	0.0	0.0	3.4	0.7	0.0	3.4	1.3	0.0

20. when reading comics, magazines, papers and other easy reading material

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	2.4	0.7	0.0	6.7	0.0	0.0	5.1	1.7	0.3	2.4	0.7	0.0
Dutch	1.3	0.3	0.0	3.4	0.0	0.0	4.4	0.3	0.0	1.7	0.0	0.7
Papiamento	4.0	0.3	0.0	3.4	0.7	0.0	0.7	0.0	0.0	0.0	0.0	0.0
Spanish	1.0	0.3	0.0	3.4	0.0	0.0	5.1	1.0	0.0	0.7	0.3	0.3

21. when writing a short official letter

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	3.4	0.0	0.0	3.0	0.7	0.3	7.4	0.7	0.0	9.1	2.0	0.0
Dutch	1.3	0.0	0.0	2.4	0.0	0.3	3.7	0.7	0.0	6.4	1.3	0.0
Papiamento	1.7	0.3	0.0	2.0	0.7	0.0	2.7	1.0	0.0	3.0	1.0	0.0
Spanish	0.7	0.0	0.3	2.4	0.0	0.0	2.4	0.3	0.0	5.7	1.7	0.0

22. when writing a personal letter to p.e. family or friends

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	0.3	0.0	0.3	1.0	0.0	0.0	3.4	0.3	0.0	6.4	1.3	0.3
Dutch	0.3	0.0	0.3	1.3	0.0	0.0	2.4	0.0	0.0	3.7	1.0	0.0
Papiamento	1.3	0.3	0.0	0.3	0.7	0.0	1.7	0.3	0.0	1.0	1.0	0.0
Spanish	1.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	0.0	6.4	0.7	0.0

23. when reading a novel, a collection of stories, etc.

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	2.0	0.0	0.3	2.7	0.3	0.0	3.4	0.7	0.7	6.7	2.7	0.0
Dutch	0.7	0.0	0.3	1.0	0.0	0.0	2.0	0.3	0.0	3.0	0.7	0.3
Papiamento	0.7	0.3	0.0	3.0	0.3	0.0	0.3	0.0	0.0	1.3	0.0	0.0
Spanish	0.7	0.0	0.0	3.4	0.0	0.0	2.0	0.0	0.0	4.0	0.7	0.0

24. when shopping

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	0.3	0.7	0.0	3.4	0.3	0.0	4.7	0.7	0.0	3.4	1.3	0.0
Dutch	0.0	0.0	0.0	3.0	0.0	0.0	3.0	0.0	3.0	2.4	0.3	0.0
Papiamento	2.0	0.3	0.0	3.7	0.7	0.0	1.3	0.7	0.0	0.3	0.0	0.0
Spanish	2.0	0.7	0.0	6.1	0.3	0.0	2.4	1.3	0.3	0.3	0.7	0.3

25. when having a conversation with friends, going out with friends

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	1.0	0.7	0.0	3.0	0.7	0.0	3.4	0.3	0.0	5.7	1.3	0.0
Dutch	0.7	0.0	0.0	2.4	0.0	0.0	3.4	0.0	0.0	3.7	0.0	0.0
Papiamento	3.0	0.7	0.0	2.0	0.7	0.0	0.3	0.3	0.0	0.7	0.0	0.0
Spanish	2.0	0.0	0.0	4.0	0.0	0.0	4.4	0.0	0.0	3.4	1.3	0.0

26. when talking to persons who do jobs at your home

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	0.3	0.0	0.0	2.0	0.0	0.0	2.4	0.3	0.0	2.7	1.7	0.0
Dutch	0.0	0.0	0.0	1.3	0.0	0.0	0.3	0.3	0.0	1.0	0.0	0.0
Papiamento	0.7	0.0	0.0	2.0	0.7	0.0	2.0	0.0	0.0	1.0	0.3	0.0
Spanish	2.0	0.3	0.0	1.7	0.0	0.0	2.0	1.0	0.3	4.0	1.3	0.3

27. when participating in a meeting about p.e. your hobby, etc.

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	0.3	0.0	0.0	1.7	0.0	0.0	3.4	0.7	0.0	2.7	2.0	0.0
Dutch	0.3	0.0	0.0	1.3	0.0	0.0	1.7	0.0	0.0	0.7	0.0	0.0
Papiamento	1.7	0.0	0.0	1.7	0.3	0.0	1.0	0.0	0.0	1.0	0.7	0.0
Spanish	1.3	0.0	0.0	2.0	0.0	0.0	1.3	0.0	0.0	1.7	0.7	0.0

AT YOUR WORK

Indicate **WITH WHAT FREQUENCY** and **WITH WHAT DIFFICULTY** you use the following languages

28. when communicating with business relations, guests or clients

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	10.8	1.0	0.0	7.1	0.3	0.0	4.0	1.3	0.0	3.7	2.0	0.0
Dutch	3.4	0.0	0.0	5.7	0.0	0.0	3.0	0.3	0.0	2.4	0.7	0.0
Papiamento	5.4	0.3	0.0	1.3	0.3	0.0	0.3	0.3	0.0	0.3	0.3	0.0
Spanish	5.7	1.7	0.0	5.7	1.7	0.0	3.4	1.0	0.0	2.4	1.0	0.7

29. when answering the phone and putting through the call

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	4.4	0.3	0.0	7.1	1.0	0.0	3.0	1.3	0.0	1.0	0.7	0.3
Dutch	1.0	0.3	0.0	5.7	0.0	0.0	2.7	0.3	0.0	1.0	0.3	0.0
Papiamento	3.7	0.3	0.3	1.3	0.0	0.0	0.3	0.3	0.3	0.0	0.0	0.0
Spanish	1.7	1.3	0.0	6.1	0.3	0.0	3.4	0.0	0.3	1.0	1.0	0.3

30. when having a business conversation on the phone

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	5.4	0.0	0.0	5.1	0.0	0.0	5.1	1.7	0.0	1.7	1.0	0.0
Dutch	0.7	0.0	0.0	4.0	0.0	0.0	4.4	0.0	0.0	1.0	0.7	0.0
Papiamento	2.7	0.3	0.0	2.7	0.3	0.0	0.7	0.3	0.0	0.3	0.0	0.3
Spanish	2.0	0.0	0.0	5.4	0.3	0.0	4.4	0.3	0.3	2.7	2.0	0.0

31. when participating in a business meeting

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	2.4	0.0	0.0	1.0	0.3	0.0	4.0	1.0	0.3	5.4	1.7	0.0
Dutch	1.0	0.0	0.0	2.4	0.0	0.0	1.3	0.0	0.0	3.0	0.3	0.0
Papiamento	2.7	0.3	0.0	1.0	0.0	0.0	1.0	0.0	0.0	0.7	0.7	0.3
Spanish	0.7	0.0	0.0	1.7	0.0	0.0	1.0	0.0	0.0	2.4	0.7	0.0

32. when GIVING instructions or advice on your own profession

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	2.4	0.3	0.0	3.0	0.3	0.0	2.7	0.7	0.0	3.7	1.0	0.0
Dutch	0.0	0.0	0.0	4.0	0.0	0.0	2.4	0.3	0.0	2.4	0.3	0.0
Papiamento	3.0	0.3	0.0	2.0	0.0	0.0	0.3	0.0	0.0	0.0	0.3	0.0
Spanish	2.4	0.0	0.0	3.0	0.7	0.0	3.0	1.0	0.0	2.0	0.7	0.0

33. when RECEIVING instructions or advice on your own profession

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	1.3	0.0	0.0	1.3	0.0	0.0	3.0	1.0	0.0	2.7	0.7	0.3
Dutch	1.3	0.7	0.0	0.7	0.0	0.0	1.7	0.0	0.0	2.0	0.0	0.0
Papiamento	3.7	0.0	0.0	1.0	0.0	0.0	0.7	0.0	0.0	0.3	0.0	0.0
Spanish	0.7	0.0	0.0	1.3	0.0	0.0	2.4	0.0	0.0	2.7	0.0	0.0

34. when writing a short business letter, a fax, etc.

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	4.4	0.0	0.0	2.4	0.3	0.0	4.0	1.0	0.0	4.0	1.0	0.3
Dutch	2.0	0.0	0.0	1.0	0.0	0.0	2.7	0.7	0.0	2.7	0.0	0.0
Papiamento	2.7	0.0	0.0	1.7	0.0	0.0	2.7	0.0	0.0	1.7	1.0	0.0
Spanish	1.0	0.0	0.0	1.3	0.0	0.0	1.3	0.0	0.0	3.4	1.7	0.0

35. when filling out a form

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	3.7	0.7	0.0	1.3	0.0	0.0	4.0	0.3	0.0	5.7	1.3	0.3
Dutch	1.3	0.0	0.0	1.0	0.0	0.0	1.7	0.0	0.7	6.1	0.7	0.7
Papiamento	1.0	0.0	0.0	2.4	0.0	0.0	1.7	0.3	0.3	2.4	0.3	0.3
Spanish	0.3	0.0	0.0	1.3	0.0	0.0	0.7	0.3	0.3	3.7	0.3	0.0

36. when reading a short informational text

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	4.7	0.3	0.0	4.4	0.0	0.0	5.1	0.3	0.3	5.7	1.3	0.0
Dutch	0.3	0.0	0.0	2.4	0.3	0.0	1.7	0.0	0.0	1.7	0.3	0.7
Papiamento	1.7	0.0	0.0	1.7	0.0	0.0	1.7	0.3	0.0	0.7	0.3	0.0
Spanish	1.0	0.0	0.0	1.0	0.0	0.0	2.4	0.7	0.0	4.4	1.0	0.0

37. when communicating with colleagues

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	2.0	0.0	0.0	3.4	0.3	0.0	2.4	0.3	0.0	3.7	0.7	0.3
Dutch	2.7	0.0	0.0	2.4	0.0	0.0	2.7	0.0	0.0	1.0	0.0	0.3
Papiamento	5.4	0.0	0.0	1.7	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	2.7	0.3	0.0	3.7	0.7	0.0	1.7	0.7	0.0	1.3	0.0	0.0

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages

38.   when studying a book or magazine about your own profession

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	4.4	0.3	0.0	3.4	0.0	0.0	4.4	2.4	0.0	4.7	1.3	0.0
Dutch	0.7	0.3	0.0	3.7	0.0	0.0	3.0	1.0	0.0	1.0	1.0	0.0
Papiamento	1.3	0.3	0.0	2.0	0.0	0.0	0.3	0.0	0.0	1.3	0.0	0.0
Spanish	0.3	0.0	0.0	1.0	0.0	0.0	0.7	0.3	0.3	2.0	1.3	0.0

39.   when studying a book or magazine NOT about your own profession

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	2.0	0.3	0.0	4.7	0.0	0.0	4.0	1.7	0.0	7.1	1.7	0.0
Dutch	0.7	0.0	0.0	2.0	0.0	0.0	2.4	0.0	0.0	3.0	0.7	0.3
Papiamento	1.3	0.0	0.0	2.4	0.0	0.0	1.3	0.0	0.0	1.3	0.3	0.0
Spanish	1.3	0.0	0.0	2.4	0.3	0.0	1.3	0.0	0.0	3.4	1.7	0.0

40.   when writing a report, an article or a text for a lecture

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	2.0	0.0	0.0	0.7	0.0	0.0	3.0	1.0	0.0	5.7	0.7	0.0
Dutch	1.3	0.0	0.0	1.7	0.0	0.0	1.3	0.3	0.3	3.0	0.3	0.0
Papiamento	0.7	0.0	0.0	2.0	0.0	0.0	1.3	0.0	0.0	1.3	0.0	0.0
Spanish	0.0	0.0	0.0	1.0	0.0	0.0	0.7	0.3	0.0	2.4	0.3	0.0

41. when attending a lecture or a course in relation to your study

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	1.3	0.3	0.0	2.0	0.0	0.0	3.4	0.7	0.0	8.4	1.7	0.0
Dutch	0.3	0.7	0.0	1.0	0.0	0.0	1.3	0.0	0.0	5.4	1.3	0.0
Papiamento	1.3	0.0	0.0	1.3	0.0	0.0	1.0	0.7	0.0	1.7	0.3	0.0
Spanish	0.3	0.0	0.0	1.0	0.0	0.0	1.0	0.0	0.0	2.0	0.3	0.0

42. when participating in a meeting or discussion in relation to your study

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	1.7	0.3	0.0	1.3	0.0	0.0	2.4	1.3	0.0	6.7	0.7	0.0
Dutch	1.0	0.3	0.0	1.3	0.0	0.0	1.7	0.3	0.0	2.0	0.3	0.0
Papiamento	1.3	0.0	0.0	0.7	0.0	0.0	1.0	0.0	0.0	1.0	0.0	0.0
Spanish	1.0	0.0	0.0	1.0	0.0	0.0	0.7	0.0	0.0	1.3	0.7	0.0

43. when having a conversation with a fellow student

	DAILY little	DAILY lot	DAILY not	WEEK little	WEEK lot	WEEK not	MONTH little	MONTH lot	MONTH not	YEAR little	YEAR lot	YEAR not
English	1.0	0.3	0.0	1.7	0.0	0.0	2.4	1.3	0.0	4.4	1.3	0.0
Dutch	1.0	0.0	0.0	1.3	0.0	0.0	2.0	0.0	0.0	1.7	0.3	0.0
Papiamento	1.7	0.0	0.0	1.7	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0
Spanish	1.0	0.0	0.0	1.0	0.3	0.0	0.7	0.0	0.0	1.0	0.0	0.0

Appendix D

Language needs per question, specified per education level

The percentages of the total sample are presented for each question asked that have a language need in each language per level of education.

1   *IN YOUR LEISURE TIME*

Indicate **WITH WHAT FREQUENCY** and **WITH WHAT DIFFICULTY** you use the following languages

15.   when **ASKING** simple information in a common situation in Aruba

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	20.0	0.0	13.3
basic vocational (44)	31.8	27.3	6.8	29.5
4 yr str. g.s.e. (57)	22.8	21.1	5.3	8.8
5 & 6 yr str. g.s.e. (13)	23.1	0.0	0.0	7.7
adv. vocational (83)	24.1	14.5	10.8	26.5
higher vocational (65)	20.0	4.6	10.8	20.0
university (13)	7.7	0.0	0.0	30.8

16.   when **GIVING** simple information in a common situation in Aruba

	English	Dutch	Papiamento	Spanish
primary (15)	20.0	20.0	0.0	13.3
basic vocational (44)	38.6	27.3	2.3	34.1
4 yr stream g.s.e. (57)	28.1	29.8	3.5	12.3
5 & 6 yr stream g.s.e. (13)	38.5	7.7	0.0	7.7
adv. vocational (83)	28.9	10.8	13.3	30.1
higher vocational (65)	18.5	4.6	10.8	24.6
university (13)	7.7	0.0	0.0	23.1

17.   when listening to and following a <u>movie</u> or <u>tv-program</u>

	English	Dutch	Papiamento	Spanish
primary (15)	20.0	20.0	0.0	13.3
basic vocational (44)	45.5	13.6	4.5	27.3
4 yr stream g.s.e. (57)	26.3	12.3	7.0	10.5
5 & 6 yr stream g.s.e. (13)	23.1	7.7	0.0	7.7
adv. vocational (83)	24.1	7.2	9.6	18.1
higher vocational (65)	20.0	3.1	12.3	16.9
university (13)	15.4	0.0	0.0	23.1

18. when listening to a <u>radio program</u> in which the understanding of the text plays an important role

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	26.7	6.7	13.3
basic vocational (44)	18.2	15.9	2.3	13.6
4 yr stream g.s.e. (57)	17.5	14.0	5.3	3.5
5 & 6 yr stream g.s.e. (13)	23.1	0.0	7.7	0.0
adv. vocational (83)	18.1	10.8	6.0	13.3
higher vocational (65)	18.5	1.5	18.5	10.8
university (13)	15.4	0.0	0.0	23.1

19. when having a conversation in a small group (2-5 persons) about common subjects such as your profession or your hobby, etc.

	English	Dutch	Papiamento	Spanish
primary (15)	26.7	33.3	0.0	20.0
basic vocational (44)	31.8	22.7	4.5	20.5
4 yr stream g.s.e. (57)	15.8	17.5	7.0	7.0
5 & 6 yr stream g.s.e. (13)	30.8	0.0	15.4	0.0
adv. vocational (83)	24.1	9.6	10.8	27.7
higher vocational (65)	21.5	4.6	12.3	20.0
university (13)	23.1	0.0	7.7	7.7

20. when reading comics, magazines, papers and other easy reading material

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	26.7	6.7	13.3
basic vocational (44)	31.8	31.8	9.1	20.5
4 yr stream g.s.e. (57)	22.8	17.5	7.0	7.0
5 & 6 yr stream g.s.e. (13)	30.8	0.0	0.0	7.7
adv. vocational (83)	15.7	6.0	8.4	10.8
higher vocational (65)	16.9	4.6	15.4	13.8
university (13)	15.4	0.0	0.0	15.4

21. when writing a short official letter

	English	Dutch	Papiamento	Spanish
primary (15)	20.0	13.3	13.3	20.0
basic vocational (44)	25.0	22.7	13.6	15.9
4 yr stream g.s.e. (57)	22.8	17.5	14.0	8.8
5 & 6 yr stream g.s.e. (13)	30.8	15.4	15.4	15.4
adv. vocational (83)	26.5	15.7	8.4	13.3
higher vocational (65)	33.8	15.4	15.4	13.8
university (13)	30.8	7.7	15.4	15.4

22. when writing a personal letter

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	20.0	6.7	13.3
basic vocational (44)	20.5	13.6	9.1	18.2
4 yr stream g.s.e. (57)	12.3	15.8	7.0	8.8
5 & 6 yr stream g.s.e. (13)	7.7	0.0	15.4	0.0
adv. vocational (83)	14.5	9.6	7.2	3.6
higher vocational (65)	10.8	1.5	3.1	12.3
university (13)	7.7	0.0	7.7	15.4

23. when reading a novel, a collection of stories, etc.

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	13.3	6.7	13.3
basic vocational (44)	18.2	18.2	9.1	11.4
4 yr stream g.s.e. (57)	21.1	15.8	7.0	3.5
5 & 6 yr stream g.s.e. (13)	23.1	0.0	0.0	0.0
adv. vocational (83)	16.9	2.4	3.6	12.0
higher vocational (65)	26.2	4.6	6.2	13.8
university (13)	15.4	0.0	15.4	23.1

24. when shopping

	English	Dutch	Papiamento	Spanish
primary (15)	6.7	13.3	6.7	13.3
basic vocational (44)	18.2	15.9	4.5	13.6
4 yr stream g.s.e. (57)	19.3	14.0	10.5	7.0
5 & 6 yr stream g.s.e. (13)	15.8	0.0	7.7	0.0
adv. vocational (83)	14.5	7.2	12.0	18.1
higher vocational (65)	12.3	2.4	9.2	18.5
university (13)	15.4	0.0	7.7	23.1

25. when having a conversation with friends, going out with friends

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	26.7	0.0	20.0
basic vocational (44)	20.5	18.2	6.8	15.9
4 yr stream g.s.e. (57)	14.0	12.3	5.3	8.8
5 & 6 yr stream g.s.e. (13)	23.1	0.0	7.7	0.0
adv. vocational (83)	15.7	9.6	9.6	19.3
higher vocational (65)	13.8	2.4	9.2	13.8
university (13)	23.1	0.0	15.4	23.1

26. when talking to persons who do jobs at your home

	English	Dutch	Papiamento	Spanish
primary (15)	6.7	6.7	0.0	13.3
basic vocational (44)	4.5	4.5	2.3	4.5
4 yr stream g.s.e. (57)	5.3	0.0	8.8	8.8
5 & 6 yr stream g.s.e. (13)	7.7	0.0	7.7	7.7
adv. vocational (83)	13.3	7.2	8.4	20.5
higher vocational (65)	13.8	0.0	7.7	16.9
university (13)	7.7	0.0	7.7	7.7

27. when participating in a meeting

	English	Dutch	Papiamento	Spanish
primary (15)	6.7	6.7	6.7	13.3
basic vocational (44)	13.6	6.8	4.5	9.1
4 yr stream g.s.e. (57)	1.8	1.8	5.3	3.5
5 & 6 yr stream g.s.e. (13)	7.7	0.0	7.7	7.7
adv. vocational (83)	15.7	6.0	7.2	8.4
higher vocational (65)	13.8	3.1	7.7	7.7
university (13)	7.7	0.0	7.7	0.0

AT YOUR WORK

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages

28. when communicating with business relations, guests or clients

	English	Dutch	Papiamento	Spanish
primary (15)	26.7	33.3	6.7	20.0
basic vocational (44)	38.6	27.3	6.8	22.7
4 yr stream g.s.e. (57)	31.6	15.8	5.3	14.0
5 & 6 yr stream g.s.e. (13)	30.8	7.7	7.7	15.4
adv. vocational (83)	31.3	16.9	10.8	26.5
higher vocational (65)	26.2	7.7	12.3	27.7
university (13)	23.1	0.0	7.7	38.5

29. when answering the phone and putting through the call

	English	Dutch	Papiamento	Spanish
primary (15)	20.0	13.3	0.0	20.0
basic vocational (44)	27.3	22.7	4.5	13.6
4 yr stream g.s.e. (57)	21.0	17.5	3.5	8.8
5 & 6 yr stream g.s.e. (13)	23.1	0.0	15.4	0.0
adv. vocational (83)	20.5	13.3	8.4	20.5
higher vocational (65)	10.8	1.5	10.8	18.5
university (13)	15.4	0.0	0.0	38.5

30. when having a business conversation on the phone

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	6.7	6.7	13.3
basic vocational (44)	15.9	11.4	6.8	11.4
4 yr stream g.s.e. (57)	17.5	15.8	3.5	15.8
5 & 6 yr stream g.s.e. (13)	23.1	0.0	7.7	7.7
adv. vocational (83)	24.1	14.5	9.6	21.7
higher vocational (65)	20.0	6.2	10.8	20.0
university (13)	23.1	0.0	7.7	23.1

31. when participating in a business meeting

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	6.7	0.0	20.0
basic vocational (44)	18.2	9.1	4.5	4.5
4 yr stream g.s.e. (57)	17.5	12.3	3.5	3.5
5 & 6 yr stream g.s.e. (13)	7.7	0.0	7.7	7.7
adv. vocational (83)	15.7	10.8	9.6	6.0
higher vocational (65)	18.5	4.6	9.2	7.7
university (13)	15.4	7.7	7.7	7.7

32. when GIVING instructions or advice on your own profession

	English	Dutch	Papiamento	Spanish
primary (15)	6.7	26.7	6.7	20.0
basic vocational (44)	18.2	9.1	6.8	9.1
4 yr stream g.s.e. (57)	12.3	12.3	5.3	8.8
5 & 6 yr stream g.s.e. (13)	23.1	0.0	0.0	7.7
adv. vocational (83)	15.7	8.4	7.2	15.7
higher vocational (65)	12.3	7.7	6.2	13.8
university (13)	7.7	0.0	7.7	15.4

33. when RECEIVING instructions or advice on your own profession

	English	Dutch	Papiamento	Spanish
primary (15)	6.7	6.7	0.0	13.3
basic vocational (44)	18.2	13.6	6.8	9.1
4 yr stream g.s.e. (57)	7.0	8.8	3.5	5.3
5 & 6 yr stream g.s.e. (13)	15.4	0.0	7.7	0.0
adv. vocational (83)	8.4	4.8	8.4	7.2
higher vocational (65)	9.2	4.6	6.2	9.2
university (13)	23.1	0.0	0.0	0.0

34. when writing a short business letter, a fax, etc.

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	6.7	13.3	26.7
basic vocational (44)	15.9	4.5	9.1	6.8
4 yr stream g.s.e. (57)	15.8	8.8	5.3	1.8
5 & 6 yr stream g.s.e. (13)	7.7	0.0	0.0	15.4
adv. vocational (83)	20.5	15.7	9.6	13.3
higher vocational (65)	20.0	7.7	16.9	6.2
university (13)	23.1	7.7	7.7	7.7

35. when filling out a form

	English	Dutch	Papiamento	Spanish
primary (15)	26.7	33.3	13.3	20.0
basic vocational (44)	22.7	13.6	9.1	9.1
4 yr stream g.s.e. (57)	19.3	17.5	8.8	10.5
5 & 6 yr stream g.s.e. (13)	23.1	7.7	7.7	0.0
adv. vocational (83)	19.3	9.6	9.6	7.2
higher vocational (65)	9.2	9.2	9.2	1.5
university (13)	15.4	0.0	0.0	7.7

36. when reading a short informational text

	English	Dutch	Papiamento	Spanish
primary (15)	26.7	13.3	0.0	20.0
basic vocational (44)	34.1	13.6	4.5	18.2
4 yr stream g.s.e. (57)	19.3	7.0	5.3	10.5
5 & 6 yr stream g.s.e. (13)	38.5	0.0	0.0	0.0
adv. vocational (83)	20.5	7.2	8.4	10.8
higher vocational (65)	18.5	4.6	9.2	4.6
university (13)	15.4	7.7	0.0	15.4

37. when communicating with colleagues

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	13.3	0.0	20.0
basic vocational (44)	18.2	9.1	4.5	9.1
4 yr stream g.s.e. (57)	7.0	10.5	3.5	8.8
5 & 6 yr stream g.s.e. (13)	15.4	0.0	7.7	0.0
adv. vocational (83)	13.3	10.8	9.6	13.3
higher vocational (65)	13.8	9.2	13.8	13.8
university (13)	15.4	0.0	7.7	0.0

Indicate WITH WHAT FREQUENCY and WITH WHAT DIFFICULTY you use the following languages

38.   when studying a book or magazine about your own profession

	English	Dutch	Papiamento	Spanish
primary (15)	20.0	13.3	6.7	13.3
basic vocational (44)	29.5	27.3	6.8	11.4
4 yr stream g.s.e. (57)	21.1	10.5	7.0	5.3
5 & 6 yr stream g.s.e. (13)	38.5	7.7	0.0	0.0
adv. vocational (83)	20.5	9.6	7.2	6.0
higher vocational (65)	16.9	4.6	3.1	3.1
university (13)	7.7	0.0	0.0	7.7

39.   when studying a book or magazine NOT about your own profession

	English	Dutch	Papiamento	Spanish
primary (15)	20.0	20.0	6.7	13.3
basic vocational (44)	20.5	11.4	4.5	15.9
4 yr stream g.s.e. (57)	22.8	15.8	7.0	8.8
5 & 6 yr stream g.s.e. (13)	30.8	0.0	7.7	7.7
adv. vocational (83)	21.7	9.6	7.2	10.8
higher vocational (65)	23.1	3.1	9.2	9.2
university (13)	7.7	0.0	0.0	0.0

40.   when writing a report, an article or a text for a lecture

	English	Dutch	Papiamento	Spanish
primary (15)	6.7	20.0	6.7	13.3
basic vocational (44)	9.1	11.4	9.1	6.8
4 yr stream g.s.e. (57)	10.5	3.5	1.8	7.0
5 & 6 yr stream g.s.e. (13)	15.4	15.4	0.0	0.0
adv. vocational (83)	15.7	8.4	7.2	2.4
higher vocational (65)	15.4	6.2	4.6	1.5
university (13)	15.4	7.7	7.7	7.7

41. when attending a lecture or a course in relation to your study

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	26.7	0.0	13.3
basic vocational (44)	18.2	15.9	4.5	11.4
4 yr stream g.s.e. (57)	17.5	12.3	5.3	7.0
5 & 6 yr stream g.s.e. (13)	30.8	7.7	0.0	0.0
adv. vocational (83)	18.1	10.8	7.2	2.4
higher vocational (65)	18.5	3.1	12.3	1.5
university (13)	15.4	0.0	0.0	0.0

42. when participating in a meeting or discussion in relation to your study

	English	Dutch	Papiamento	Spanish
primary (15)	13.3	26.7	0.0	13.3
basic vocational (44)	15.9	4.5	4.5	11.4
4 yr stream g.s.e. (57)	12.3	7.0	3.5	1.8
5 & 6 yr stream g.s.e. (13)	7.7	7.7	0.0	7.7
adv. vocational (83)	15.7	9.6	4.8	3.6
higher vocational (65)	15.4	1.5	3.1	3.1
university (13)	23.1	7.7	15.4	0.0

43. when having a conversation with a fellow student

	English	Dutch	Papiamento	Spanish
primary (15)	6.7	20.0	0.0	13.3
basic vocational (44)	11.4	6.8	4.5	6.8
4 yr stream g.s.e. (57)	8.8	7.0	3.5	3.5
5 & 6 yr stream g.s.e. (13)	15.4	0.0	0.0	7.7
adv. vocational (83)	12.0	7.2	4.8	4.8
higher vocational (65)	15.4	4.6	4.6	0.0
university (13)	30.8	0.0	7.7	0.0

Appendix E

Figures

The figures show the percentages of the total working population or a subgroup of that population that use and need a certain language (skill) in a given situation. A description of the figures is found in Chapter 3 of the thesis. The numbers of respondents in each subgroup are presented in the extendable back cover.

List of figures belonging to chapter 3: "Language use and language needs"

Written skills

Productive skills

Figure 3.001: Percentage of respondents that reports using each language per situation (N=297)

Figure 3.002: Percentage of respondents that reports using each language regularly per situation (N=297)
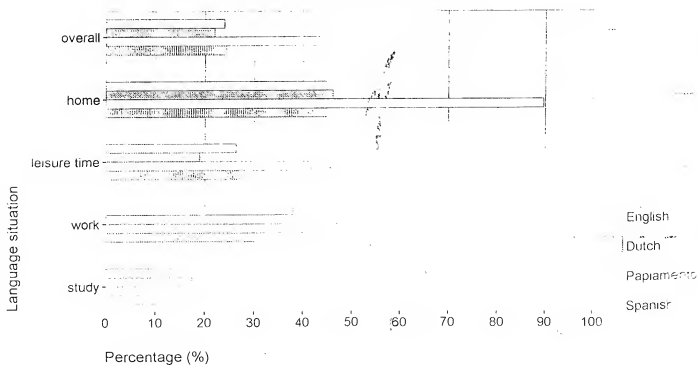
Figure 3.003: Percentage of respondents that reports having language needs per situation (N=297)
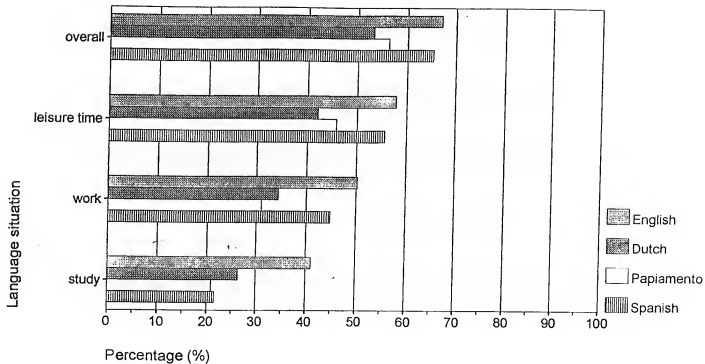
Figure 3.004: Percentage of respondents that clearly has a language need per situation (N=297)
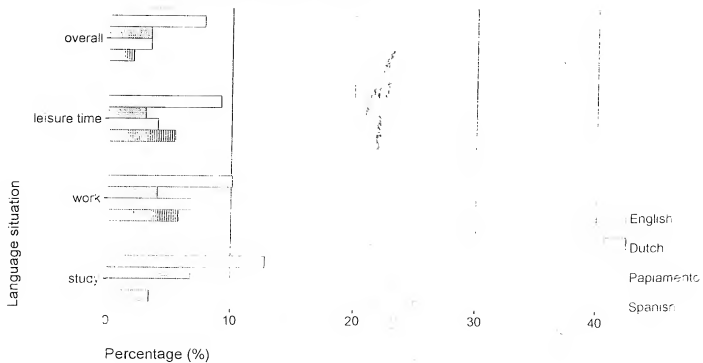
Figure 3.005: Percentage of respondents that reports using each language overall per mother tongue
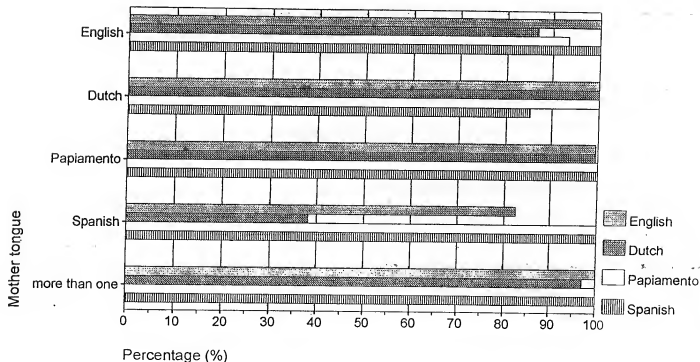
Figure 3.006: Percentage of respondents that reports using each language regularly overall per mother tongue
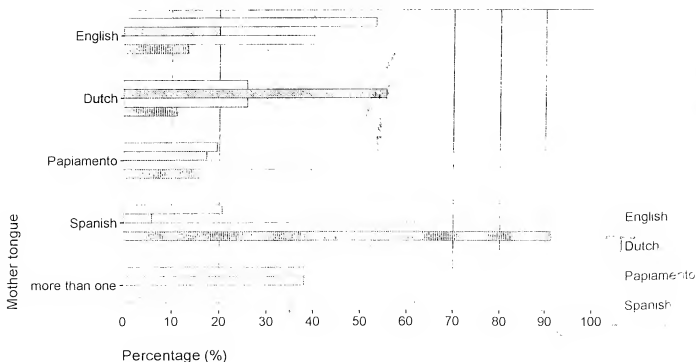
Figure 3.007: Percentage of respondents that reports having language needs overall per mother tongue
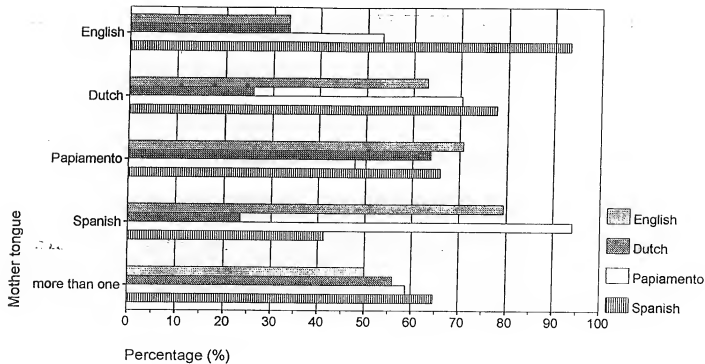
Figur 3.008: Percentage of respondents that clearly has a language need overall per mother tongue
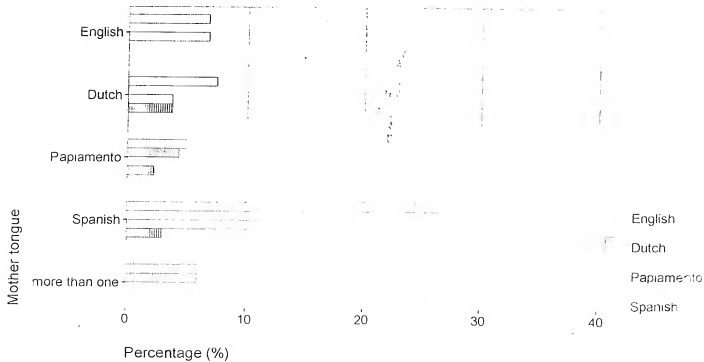
Figure 3.009: Percentage of respondents that reports using each language overall per level of education
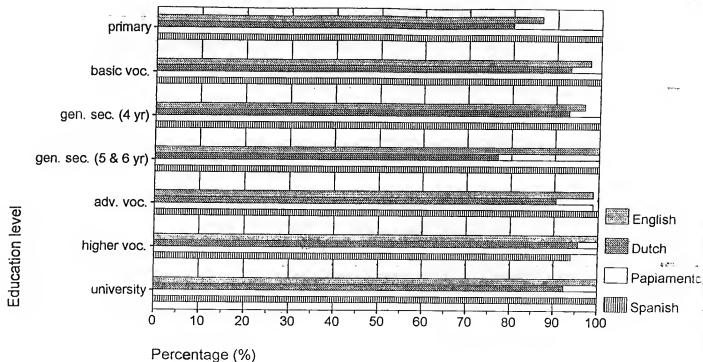
Figure 3.010: Percentage of respondents that reports using each language regularly overall per level of education
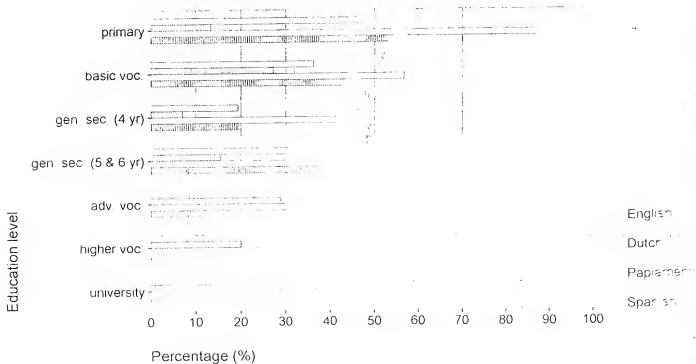
Figure 3.011: Percentage of respondents that reports having language needs overall per level of education
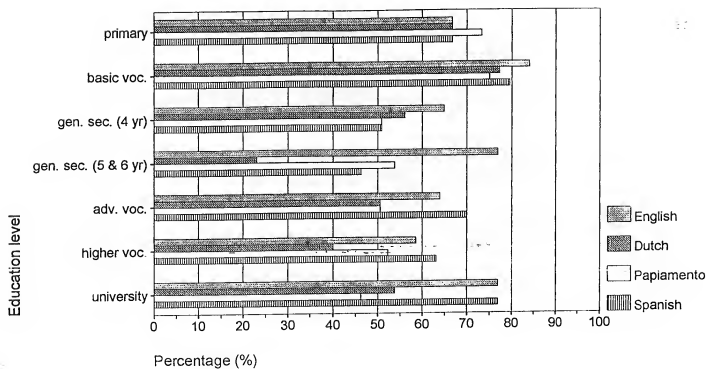
Figure 3.012: Percentage of respondents that clearly has a language need overall per level of education
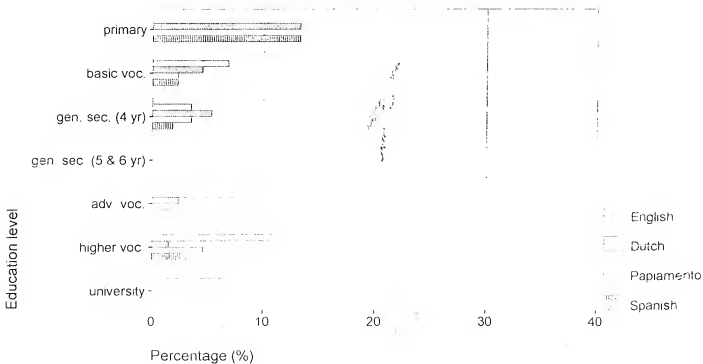
Figure 3.013: Percentage of respondents that reports using each language at home per mother tongue
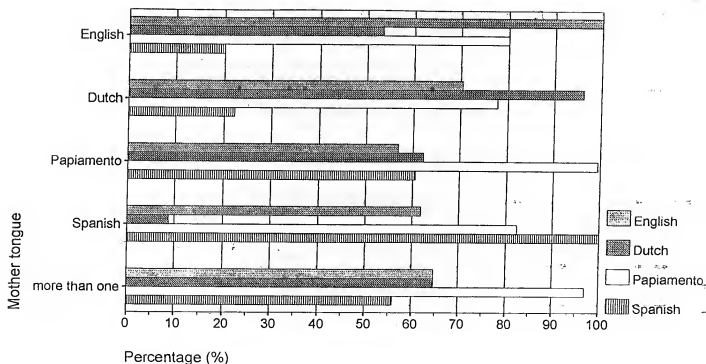
Figure 3.014: Percentage of respondents that reports using each language regularly at home per mother tongue
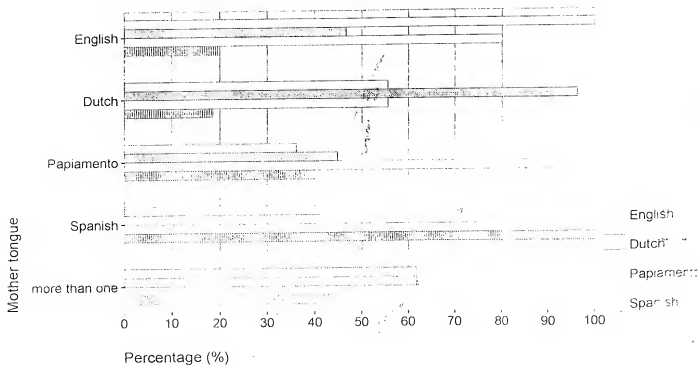
Figure 3.015: Percentage of respondents that reports using each language at home per level of education
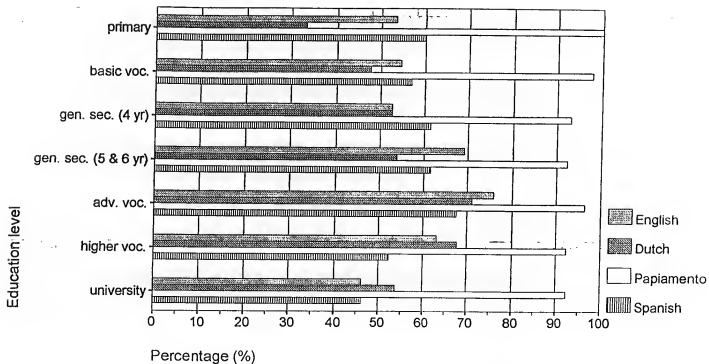
Figure 3.016: Percentage of respondents that reports using each language regularly at home per level of education
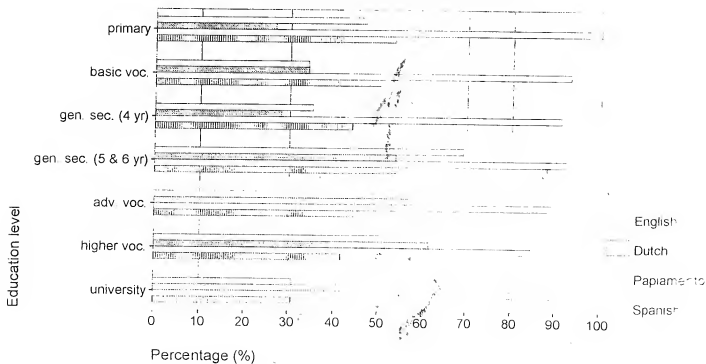
Figure 3.017: Percentage of respondents that reports using each language in the leisure time per mother tongue
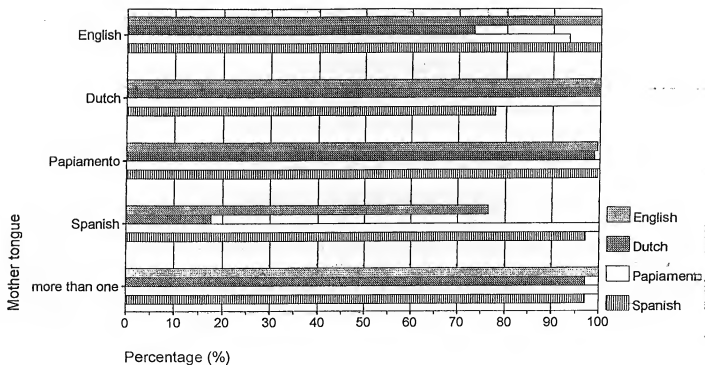
Figure 3.018: Percentage of respondents that reports using each language regularly in the leisure time per mother tongue
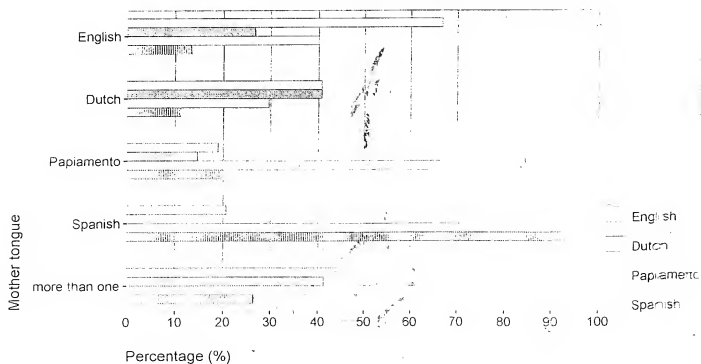
Figure 3.019: Percentage of respondents that reports having language needs in the leisure time per mother tongue
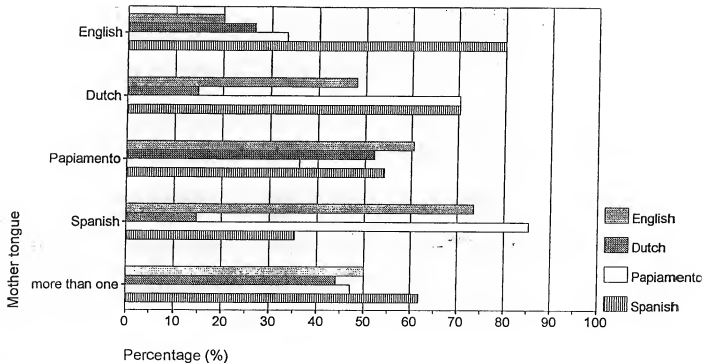
Figure 3.020: Percentage of respondents that clearly has a language need in the leisure time per mother tongue
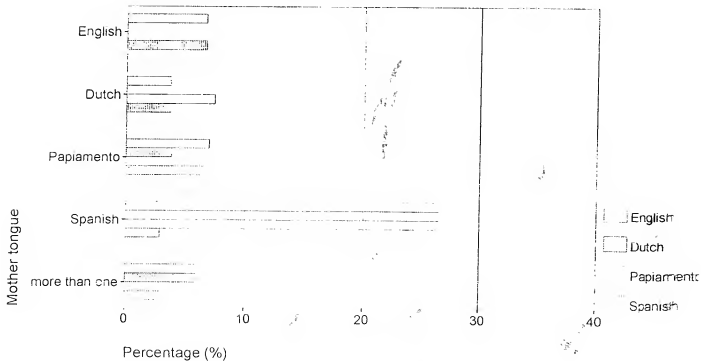
Figure 3.021: Percentage of respondents that reports using each language in the leisure time per level of education
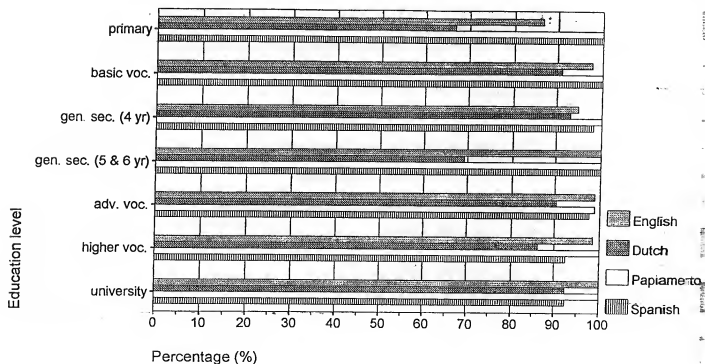
Figure 3.022: Percentage of respondents that reports using each language regularly in the leisure time per education level
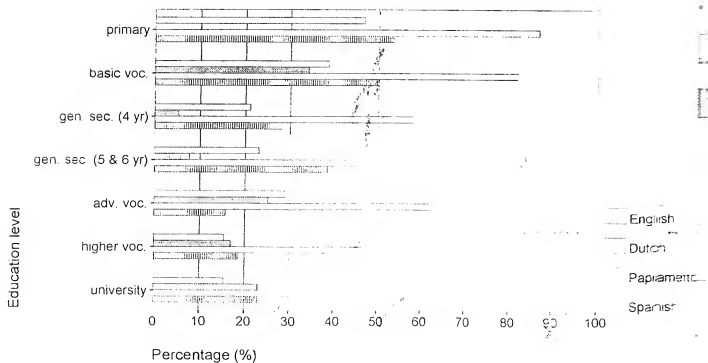
Figure 3.023: Percentage of respondents that reports having language needs in the leisure time per level of education
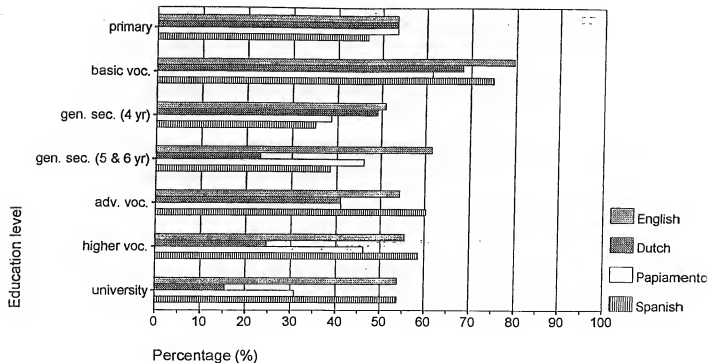
Figure 3.024: Percentage of respondents that clearly has a language need in the leisure time per level of education
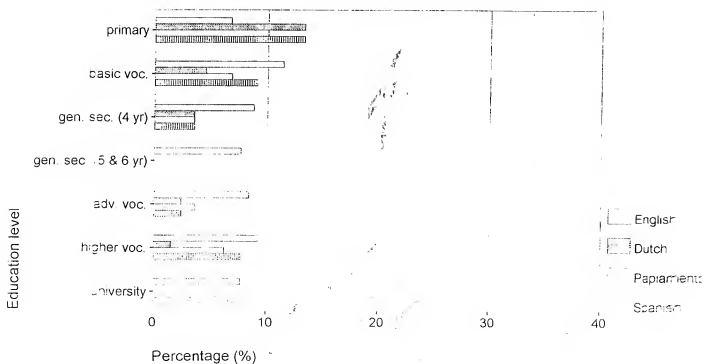
Figure 3.025: Percentage of respondents that reports
using each language at work per mother tongue
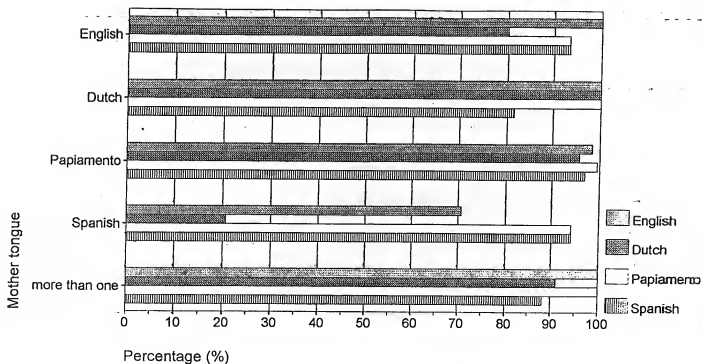
Figure 3.026: Percentage of respondents that reports using
each language regularly at work per mother tongue
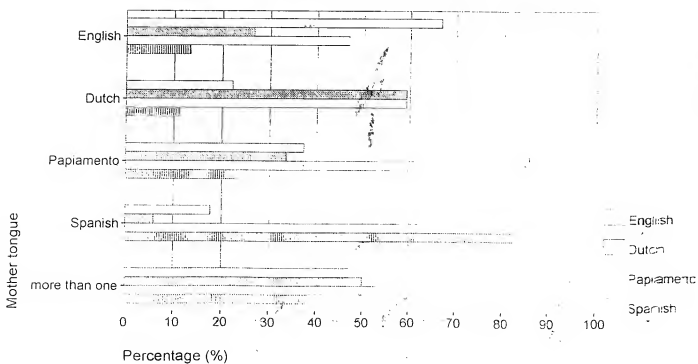
Figure 3.027: Percentage of respondents that reports having language needs at work per mother tongue
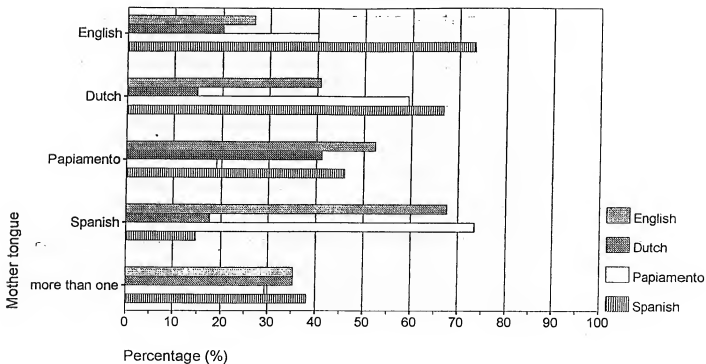
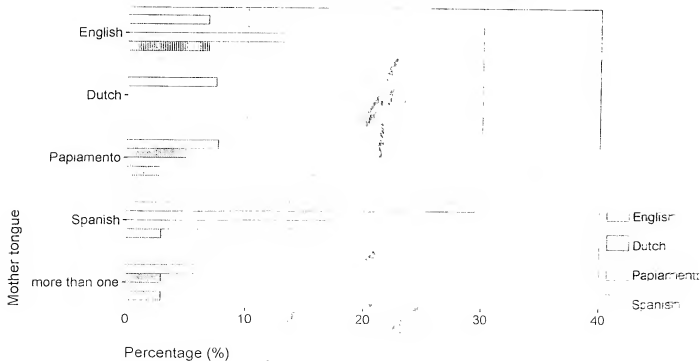Figure 3.028: Percentage of respondents that clearly has a language need at work per mother tongue
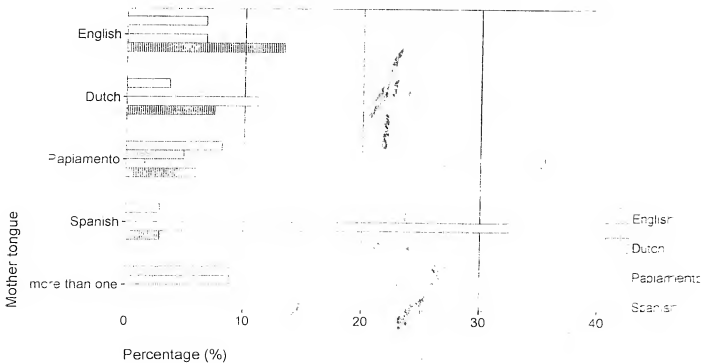
Figure 3.029: Percentage of respondents that reports
using each language at work per labor sector
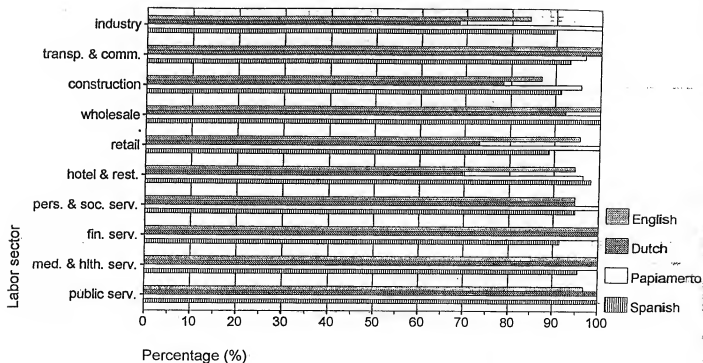
Figure 3.030: Percentage of respondents that reports using
each language regularly at work per labor sector
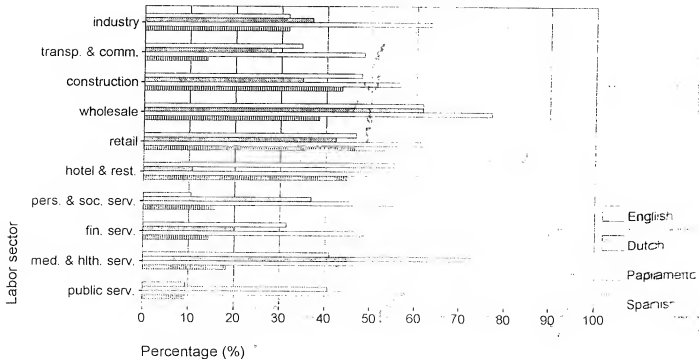
Figure 3.031: Percentage of respondents that reports having language needs at work per labor sector
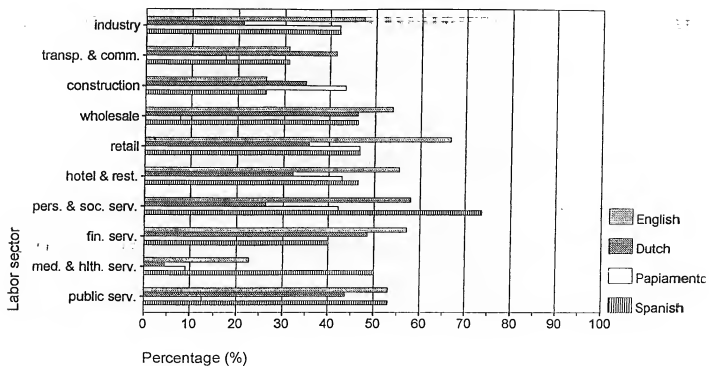
Figure 3.032: Percentage of respondents that clearly has a language need at work per labor sector
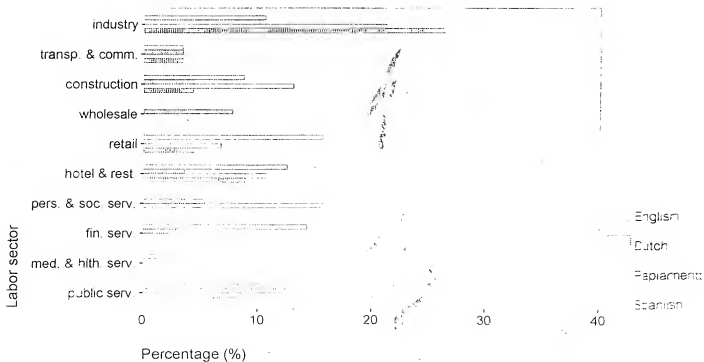
Figure 3.033: Percentage of respondents that reports using each language at work per level of education
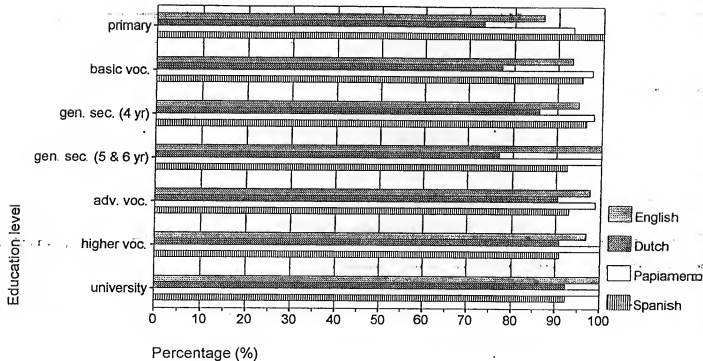
Figure 3.034: Percentage of respondents that reports using each language regularly at work per level of education
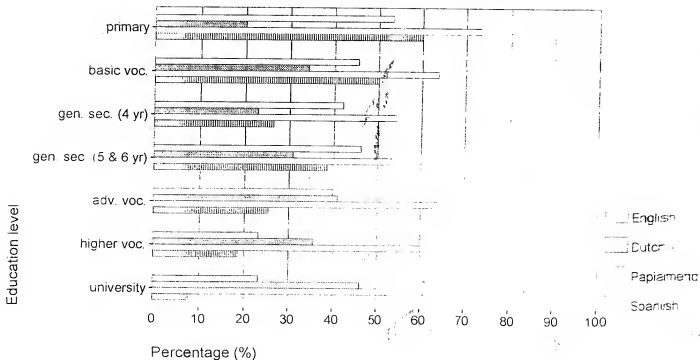
Figure 3.035: Percentage of respondents that reports having language needs at work per level of education
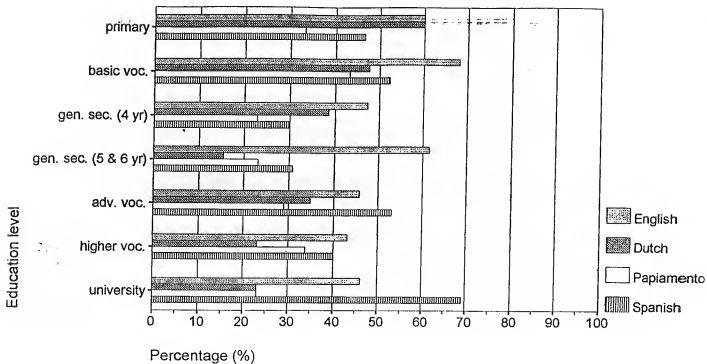
Figure 3.036: Percentage of respondents that clearly has a language need at work per level of education
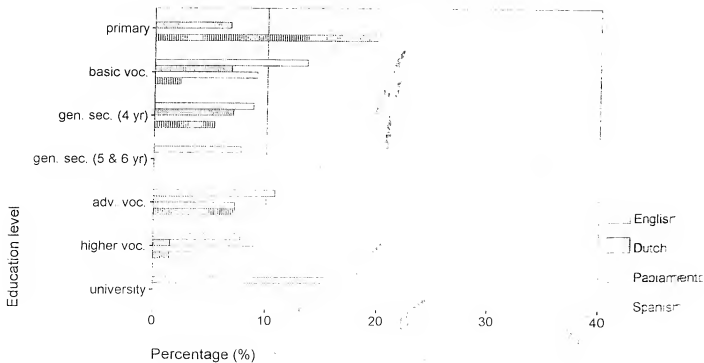
Figure 3.037: Percentage of respondents that reports using each language at work per occupation level
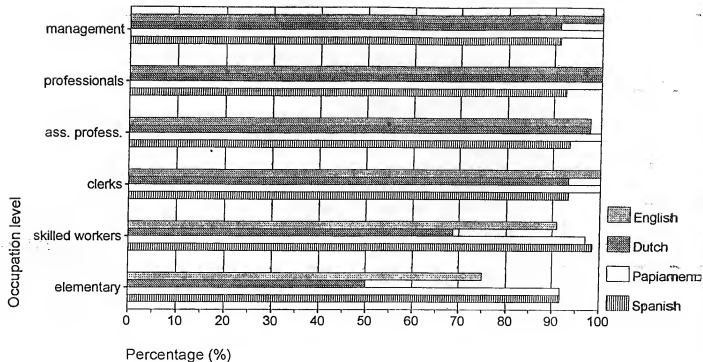
Figure 3.038: Percentage of respondents that reports using each language regularly at work per occupation level
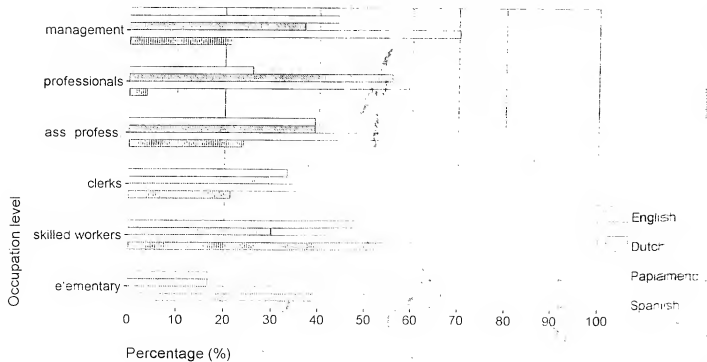
Figure 3.039 Percentage of respondents that reports having language needs at work per occupation level
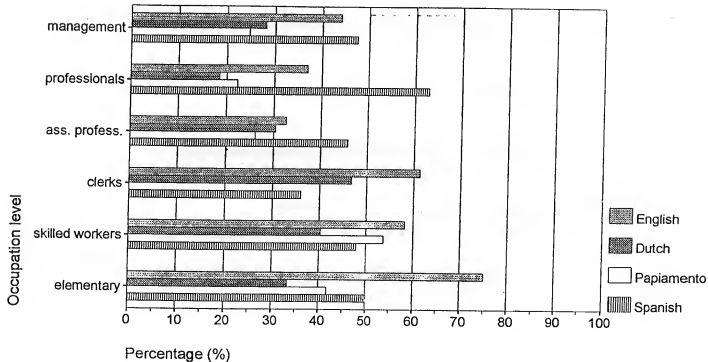
Figure 3.040: Percentage of respondents that clearly has a language need at work per occupation level
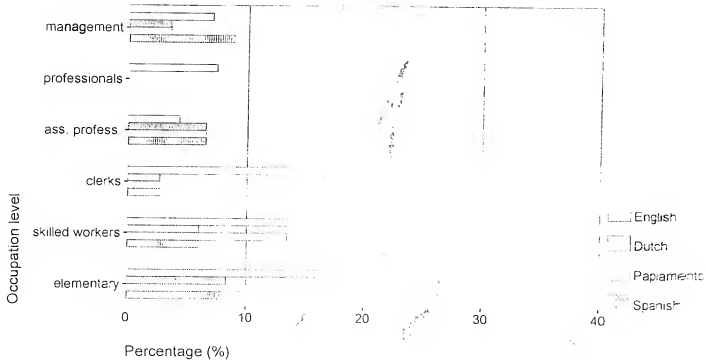
Figure 3.041: Percentage of respondents that reports using each language for study purposes per mother tongue
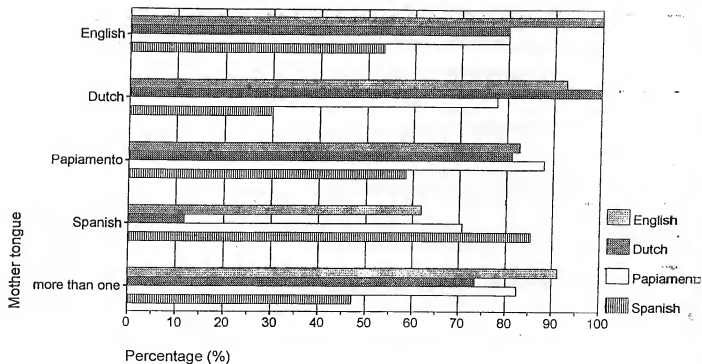
Figure 3.042: Percentage of respondents that reports using each language regularly for study purposes per mother tongue
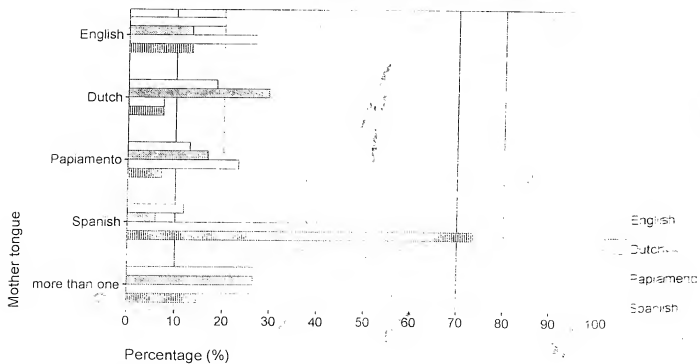
Figure 3.043: Percentage of respondents that reports having language needs for study purposes per mother tongue
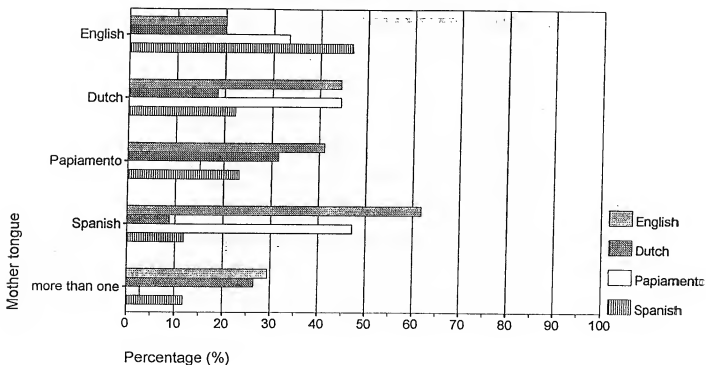
Figure 3.044: Percentage of respondents that clearly has a language need for study purposes per mother tongue
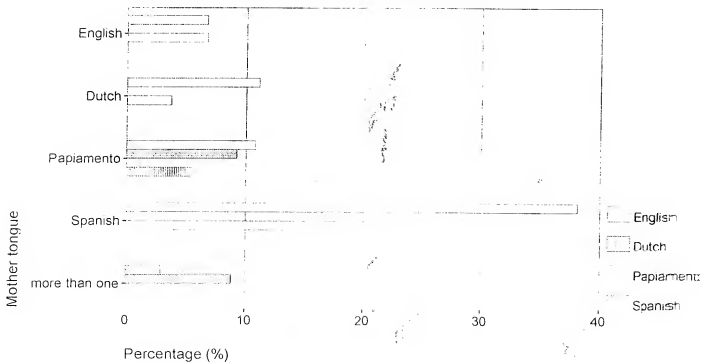
Figure 3.045: Percentage of respondents that reports using each language for study purposes per labor sector
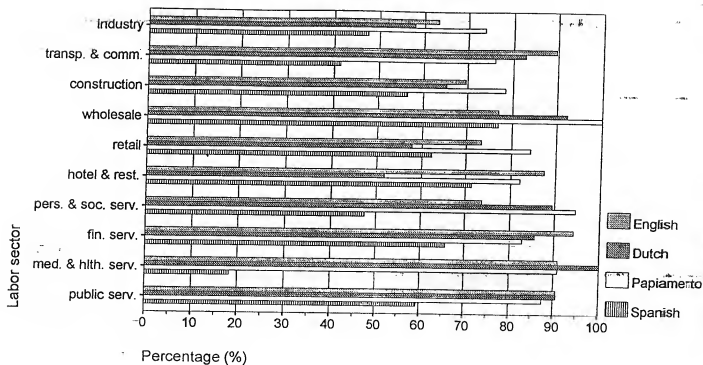
Figure 3.046: Percentage of respondents that reports using each language regularly for study purposes per labor sector
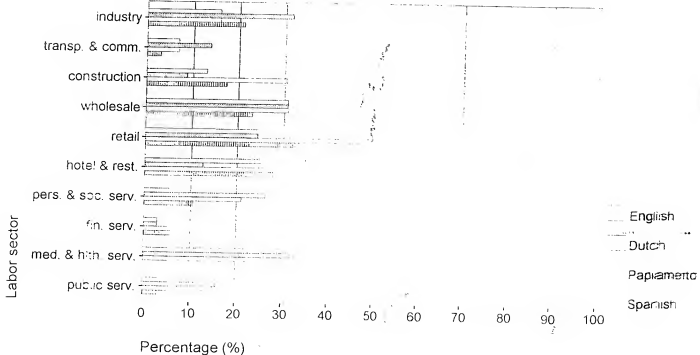
Figure 3.047: Percentage of respondents that reports having language needs for study purposes per labor sector
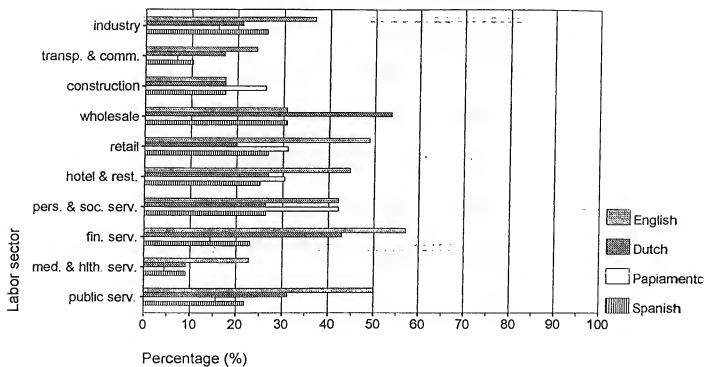
Figure 3.048: Percentage of respondents that clearly has a language need for study purposes per labor sector
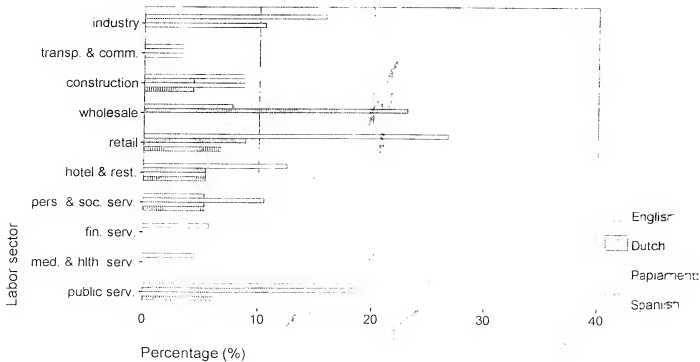
Figure 3.049: Percentage of respondents that reports using each language for study purposes per level of education
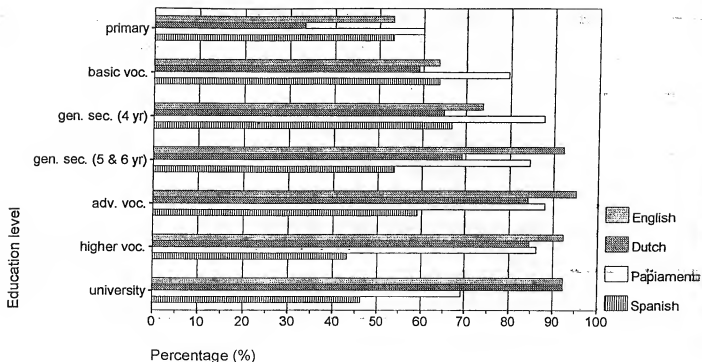
Figure 3.050: Percentage of respondents that reports using each language regularly for study purposes per educ. level
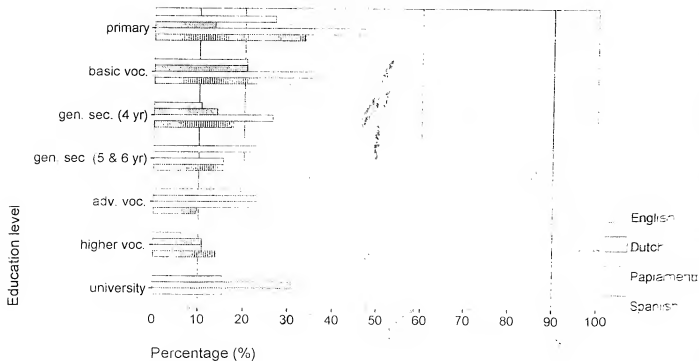
Figure 3.051: Percentage of respondents that reports having language needs for study purposes per level of education
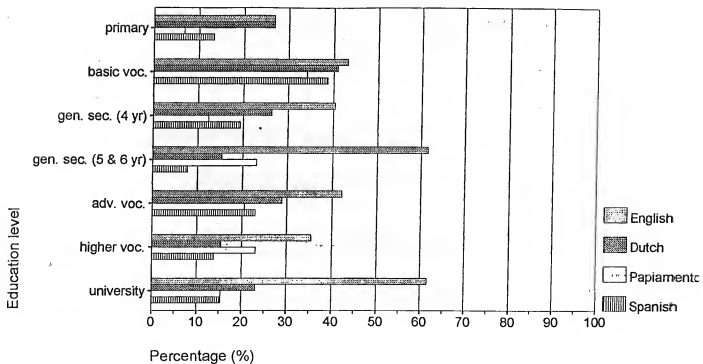
Figure 3.052: Percentage of respondents that clearly has a language need for study purposes per level of education
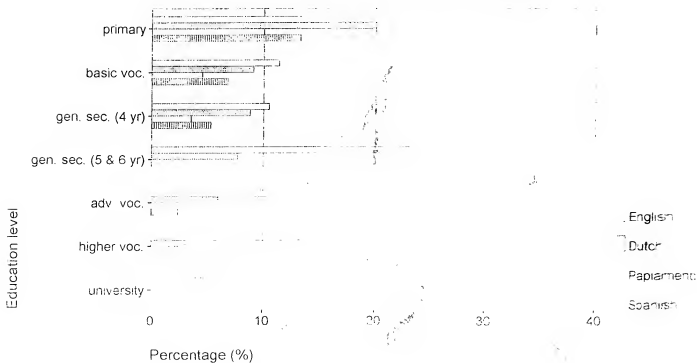
Figure 3.053: Percentage of respondents that reports using each language for study purposes per occupation level
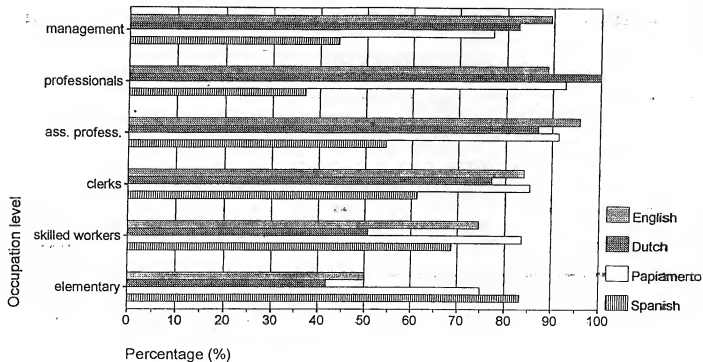
Figure 3.054: Percentage of respondents that reports using each language regularly for study purposes per occupation level
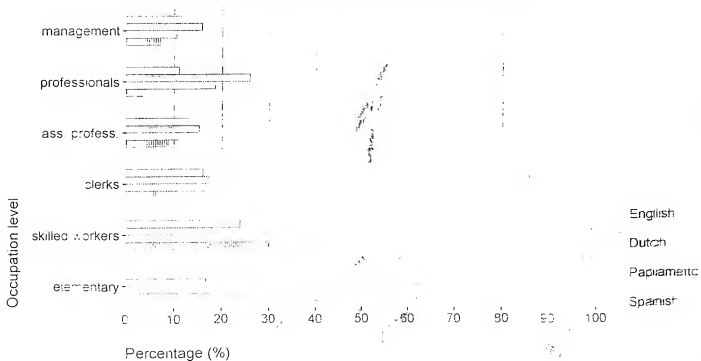
Figure 3.055: Percentage of respondents that reports having language needs for study purposes per occupation level
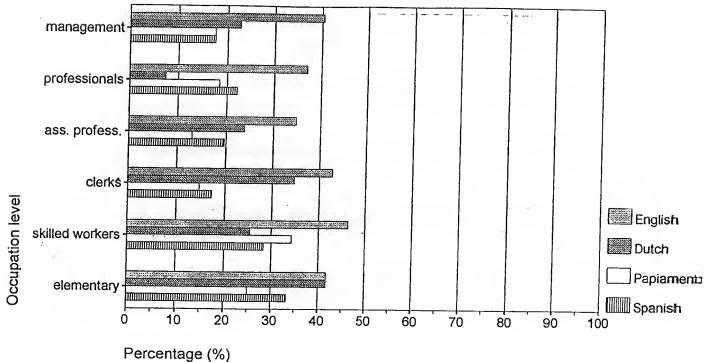
Figure 3.056: Percentage of respondents that clearly has a language need for study purposes per occupation level
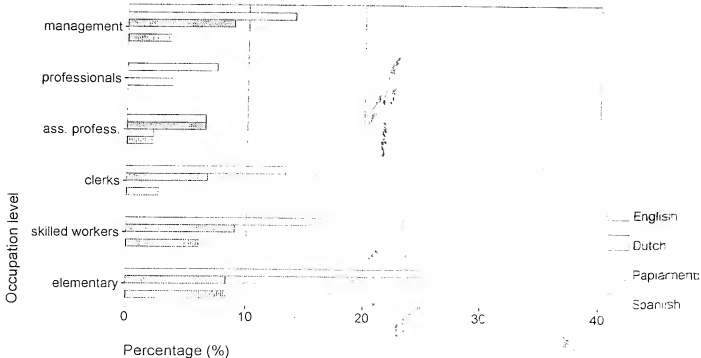
Figure 3.057: Percentage of respondents that reports using the different language skills (N=297)
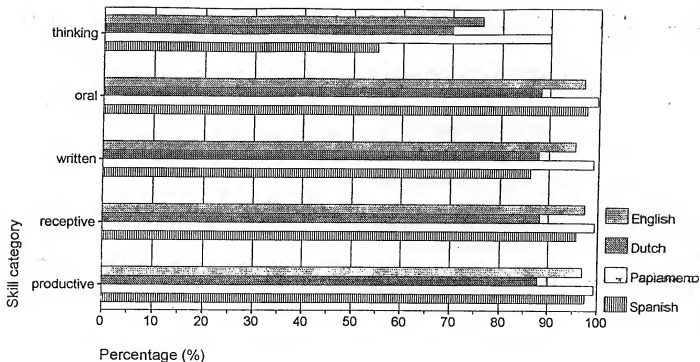
Figure 3.058: Percentage of respondents that reports using the different language skills regularly in each language (N=297)
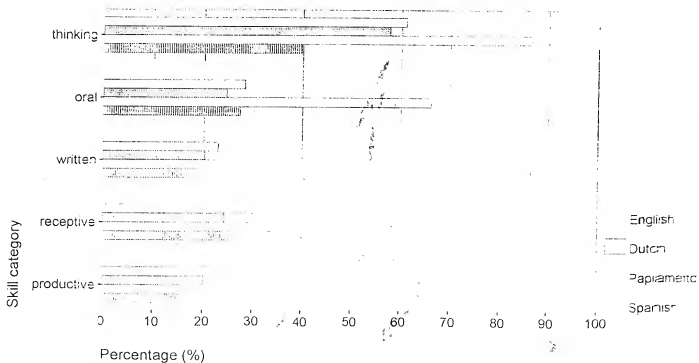
Figure 3.059: Percentage of respondents that reports having a need for each different language skill (N=297)
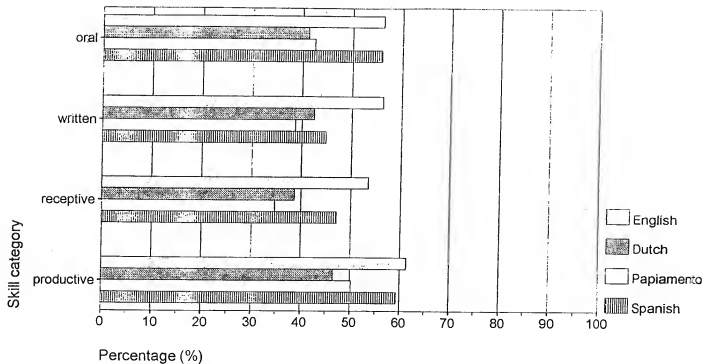
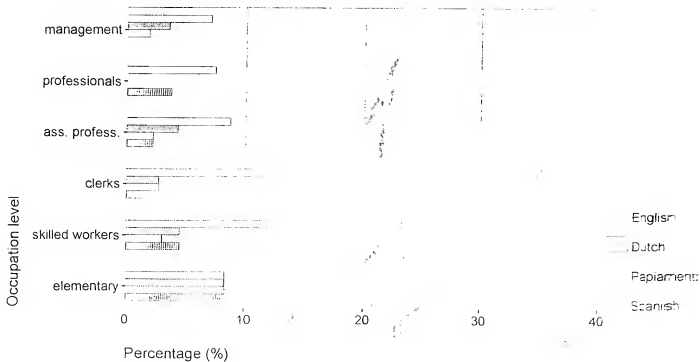Figure 3.060: Percentage of respondents that clearly has a language need for each different language skill (N=297)
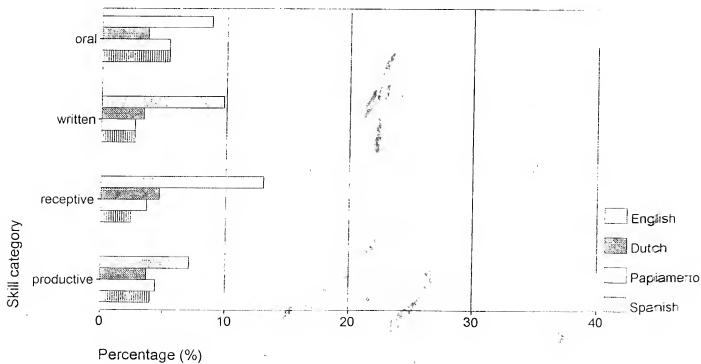
Figure 3.061: Percentage of respondents that reports thinking in each language per mother tongue
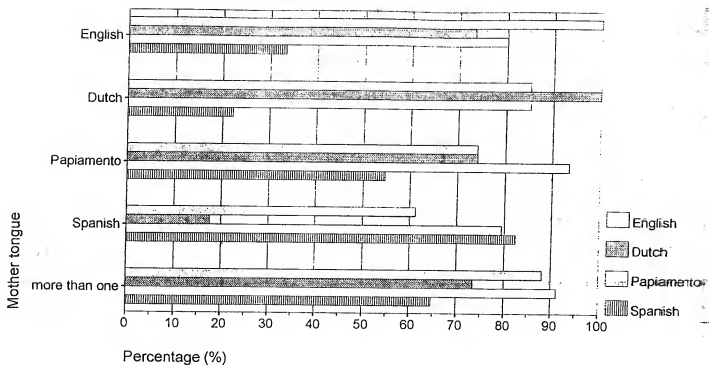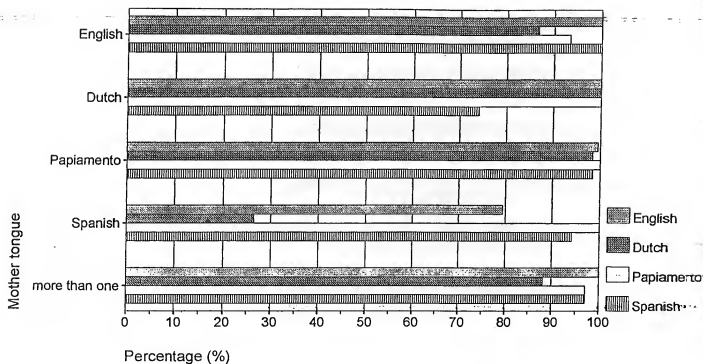

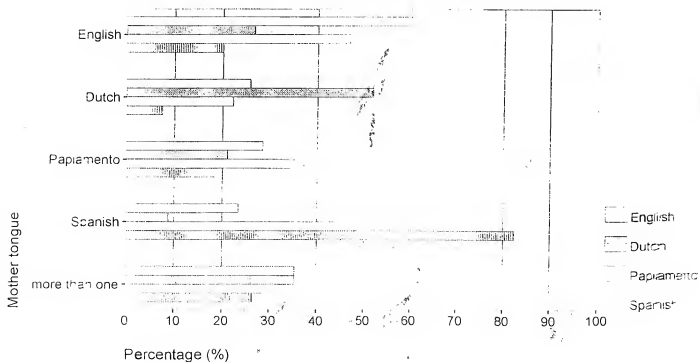Figure 3.062: Percentage of respondents that reports thinking regularly in each language per mother tongue
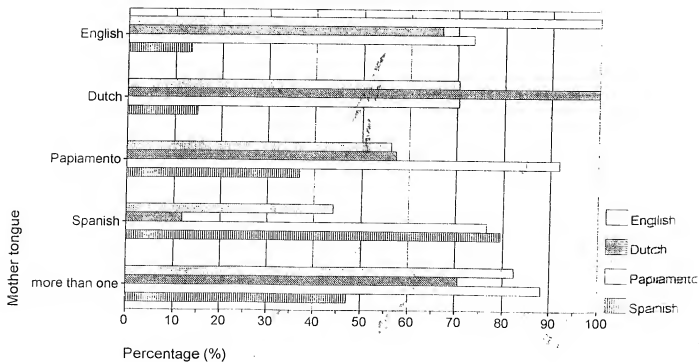
Figure 3.063: Percentage of respondents that reports thinking in each language per labor sector

Legend:
- English
- Dutch
- Papiamento
- Spanish

X-axis: Percentage (%)
Y-axis: Labor sector

Labor sectors (top to bottom): industry, transp. & comm., construction, wholesale, retail, hotel & rest., pers. & soc. serv., fin. serv., med. & hlth. serv., public serv.
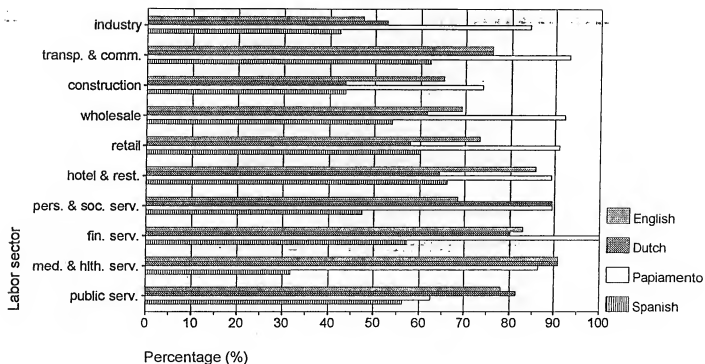
Figure 3.064: Percentage of respondents that reports thinking regularly in each language per labor sector

Legend:
- English
- Dutch
- Papiamento
- Spanish

X-axis: Percentage (%)
Y-axis: Labor sector

Labor sectors (top to bottom): industry, transp. & comm., construction, wholesale, retail, hotel & rest., pers. & soc. serv., fin. serv., med. & hlth. serv., public serv.
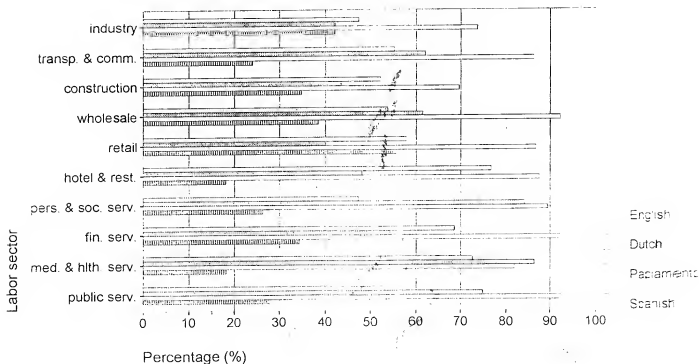
Figure 3.065: Percentage of respondents that reports thinking in each language per level of education
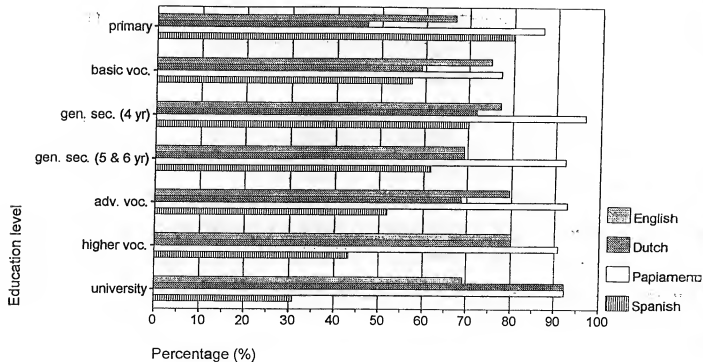
Figure 3.066: Percentage of respondents that reports thinking regularly in each language per level of education
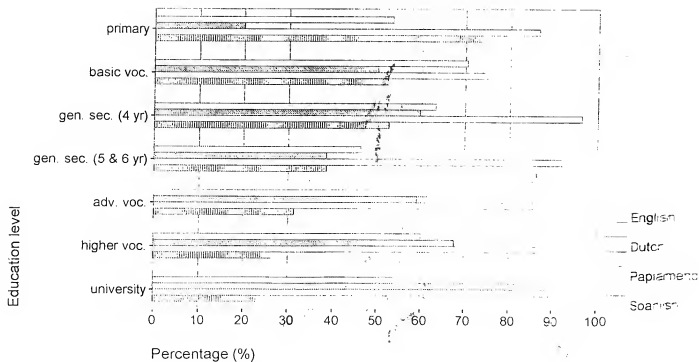
Figure 3.067: Percentage of respondents that reports thinking in each language per occupation level
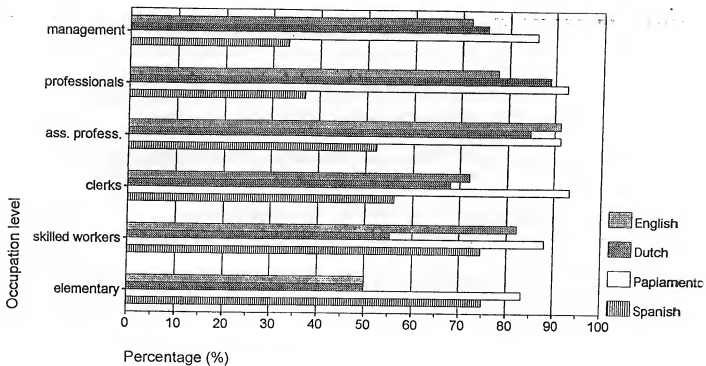
Figure 3.068: Percentage of respondents that reports thinking regularly in each language per occupation level
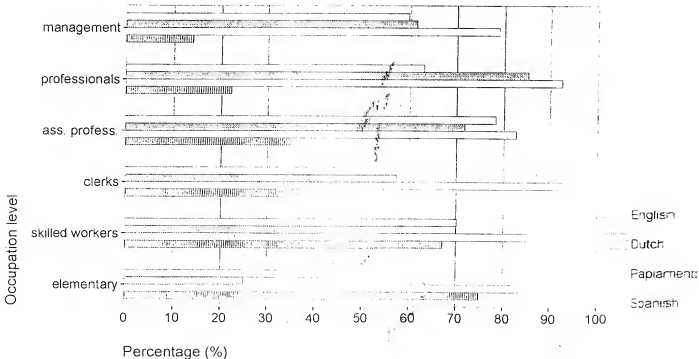
Figure 3.069: Percentage of respondents that reports using oral skills in each language per mother tongue
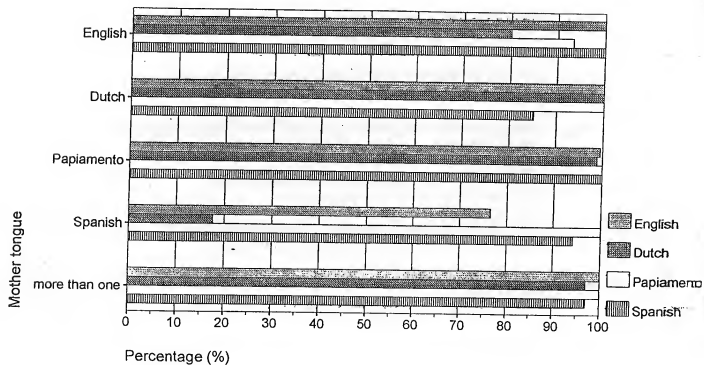
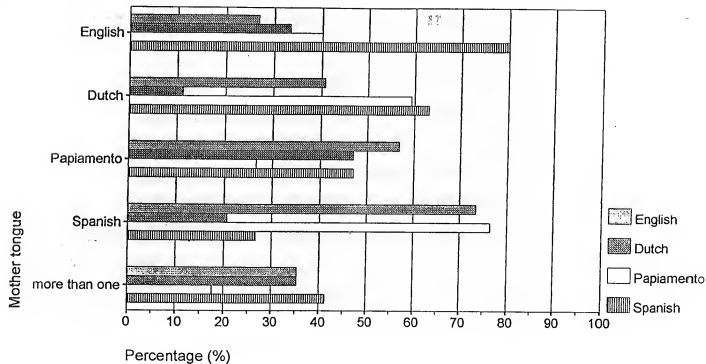Figure 3.070: Percentage of respondents that reports using oral skills regularly in each language per mother tongue
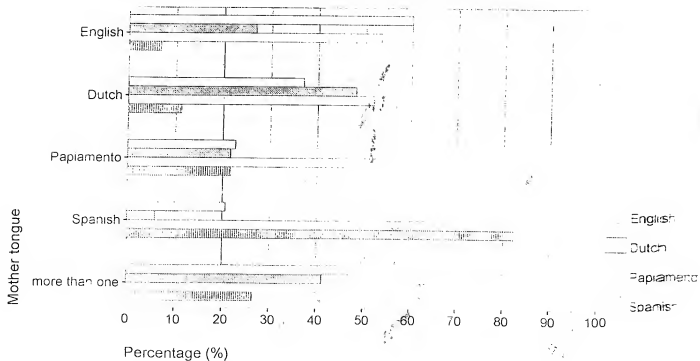
Figure 3.071: Percentage of respondents that reports having a need for oral skills in each language per mother tongue
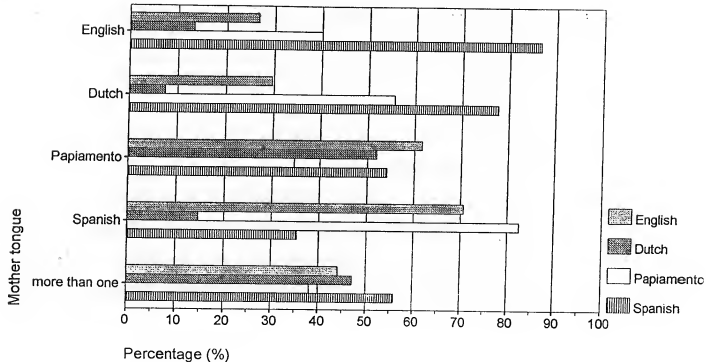
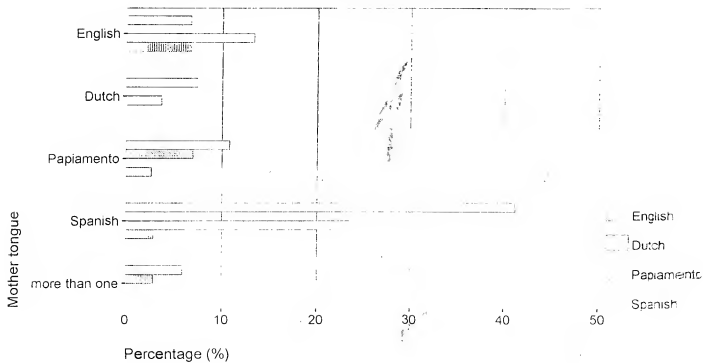Figure 3.072: Percentage of respondents that clearly has a need for oral skills in each language per mother tongue
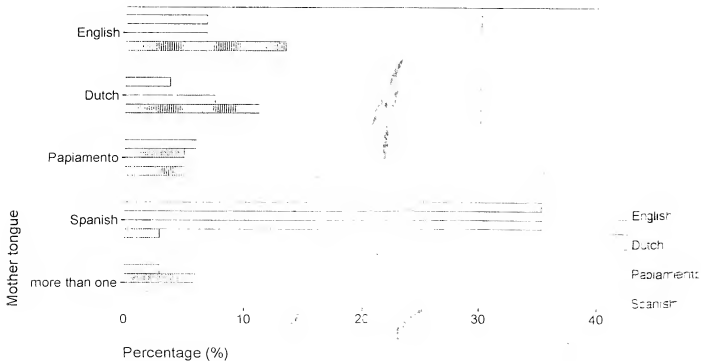
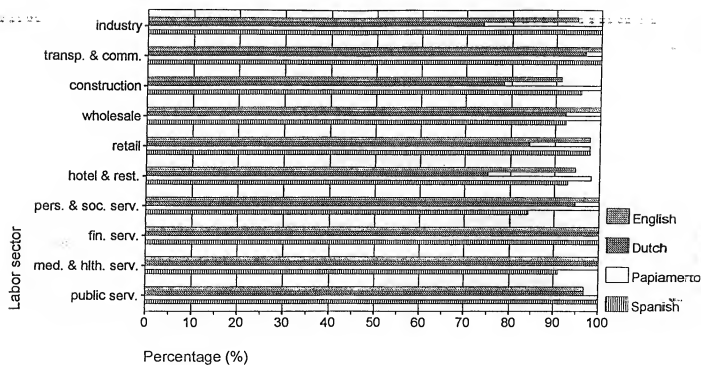Figure 3.073: Percentage of respondents that reports using oral skills in each language per labor sector
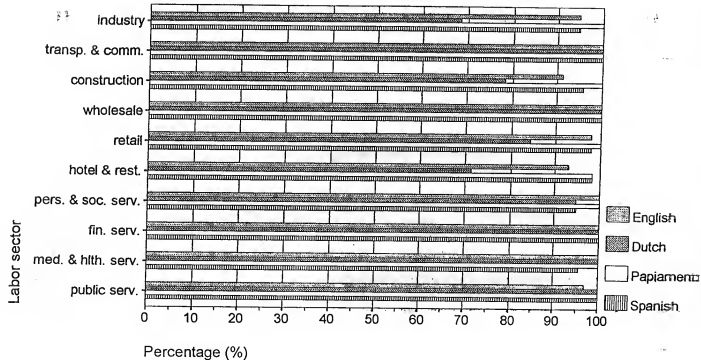
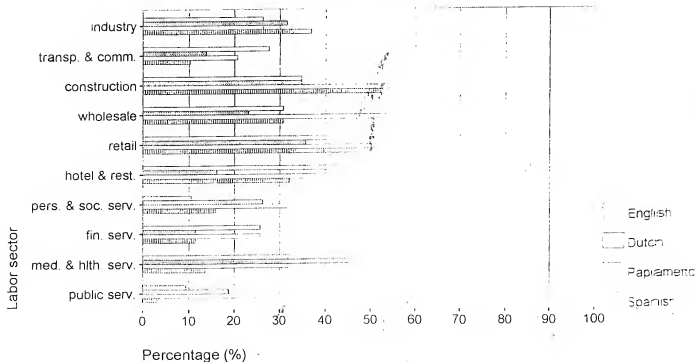Figure 3.074: Percentage of respondents that reports using oral skills regularly in each language per labor sector
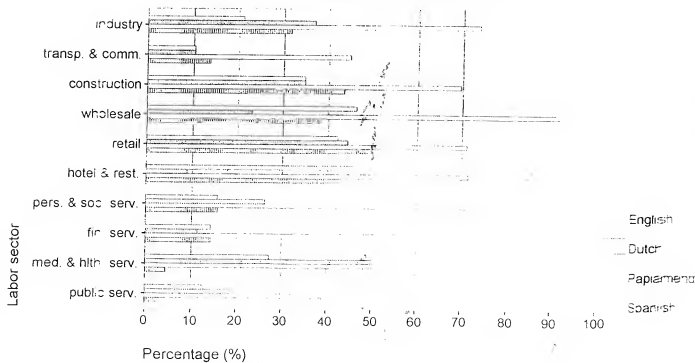
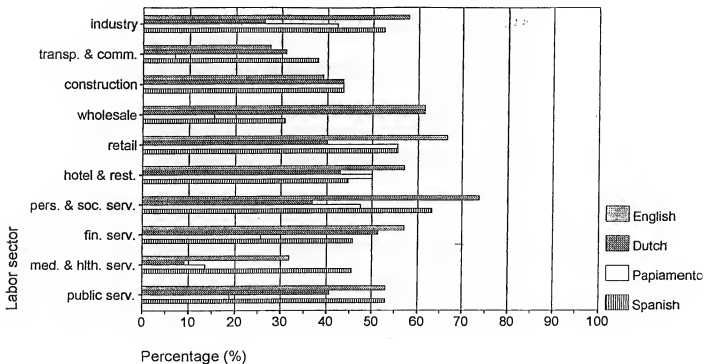Figure 3.075: Percentage of respondents that reports having a need for oral skills in each language per labor sector
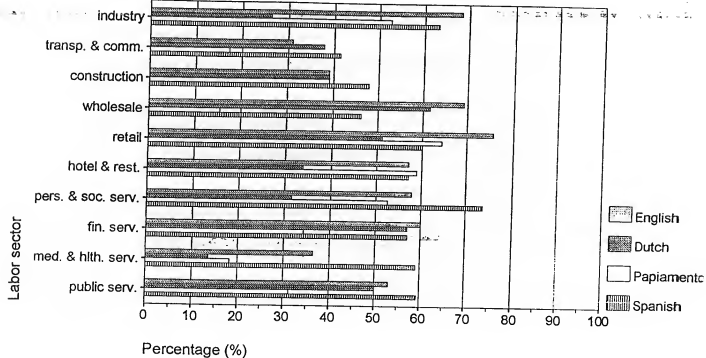
Figure 3.076: Percentage of respondents that clearly has a need for oral skills in each language per labor sector
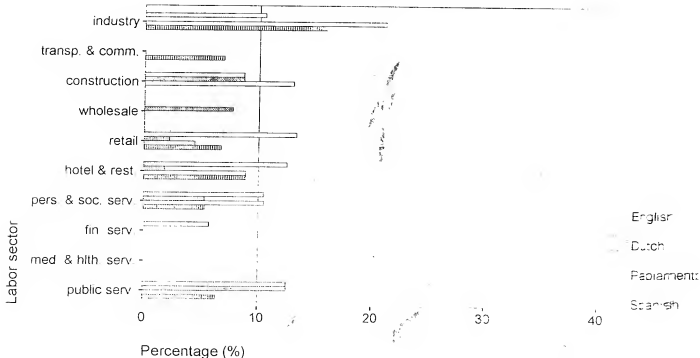
Figure 3.077: Percentage of respondents that reports using oral skills in each language per level of education

English
Dutch
Papiamentu
Spanish
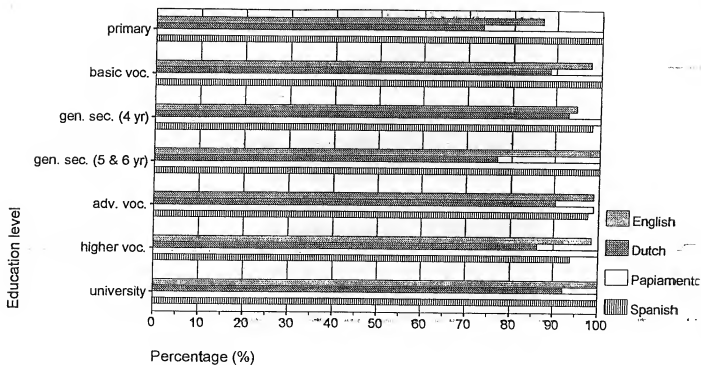
Figure 3.078: Percentage of respondents that reports using oral skills regularly in each language per level of education
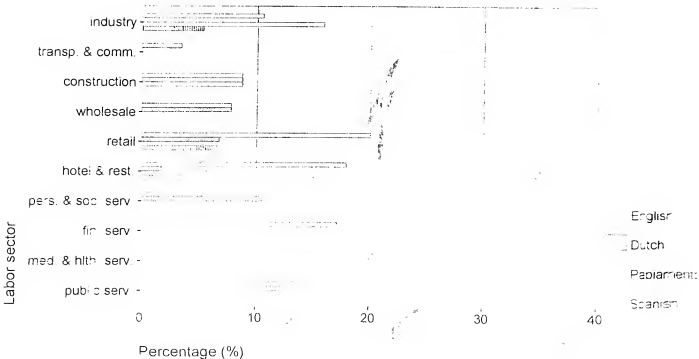
English
Dutch
Papiamentu
Spanish
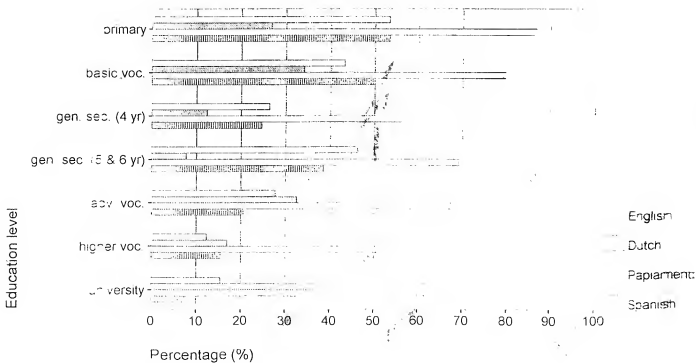
Figure 3.079: Percentage of respondents that reports having a need for oral skills in each language per level of education
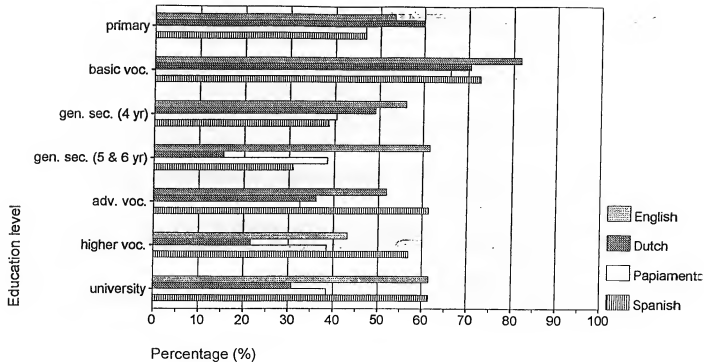
Figure 3.080: Percentage of respondents that clearly has a need for oral skills in each language per level of education
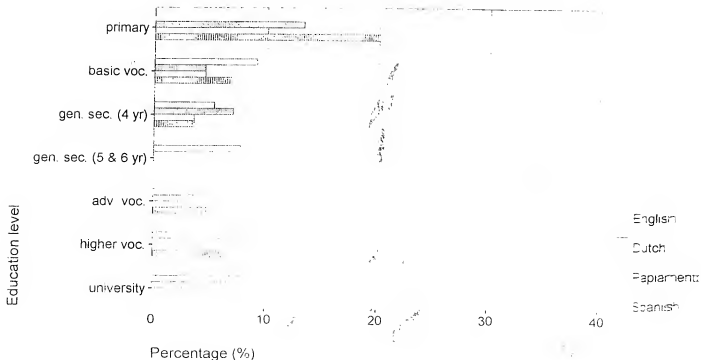
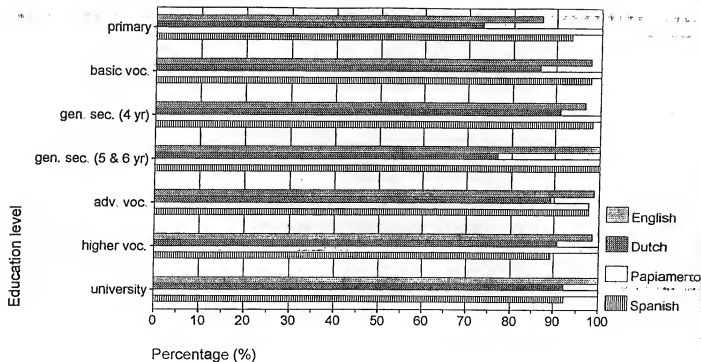Figure 3.081: Percentage of respondents that reports using oral skills in each language per occupation level
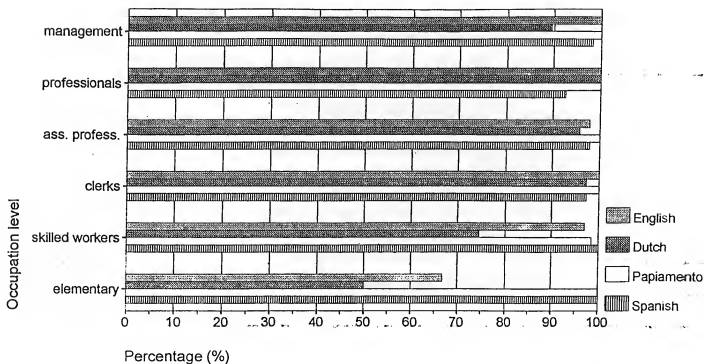
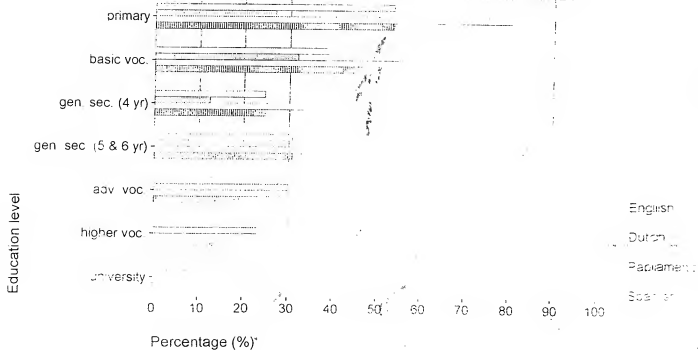Figure 3.082: Percentage of respondents that reports using oral skills regularly in each language per occupation level
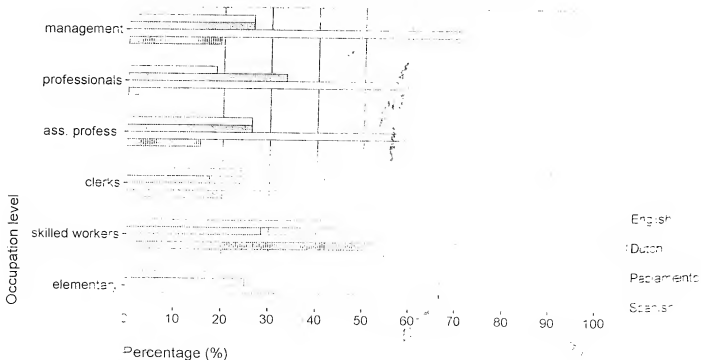
Figure 3.083: Percentage of respondents that reports having a need for oral skills in each language per occupation level
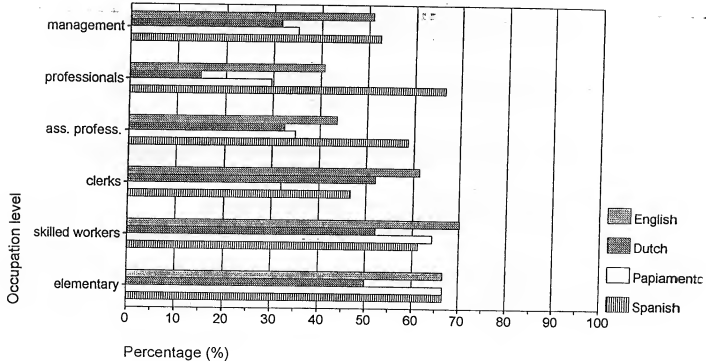
Figure 3.084: Percentage of respondents that clearly has a need for oral skills in each language per occupation level
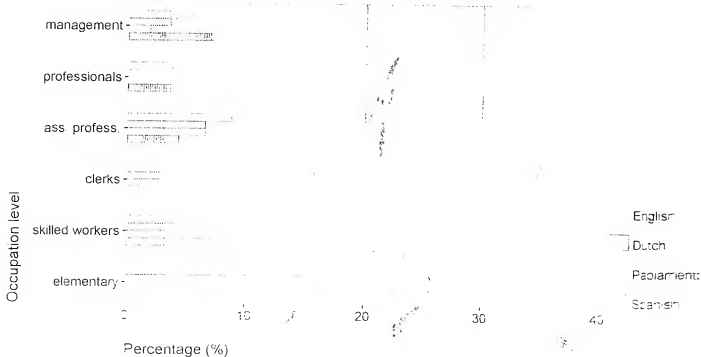
Figure 3.085: Percentage of respondents that reports using written skills in each language per mother tongue
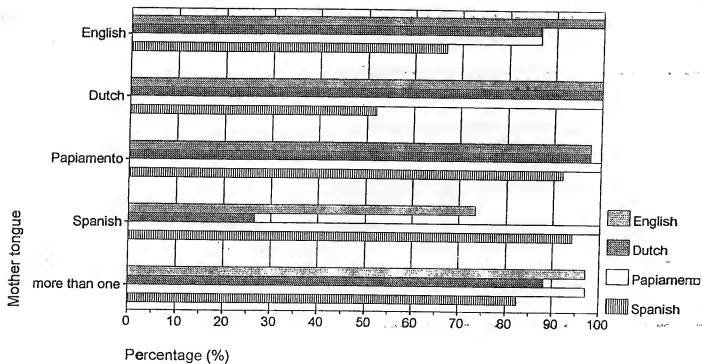
Figure 3.086: Percentage of respondents that reports using written skills regularly in each language per mother tongue
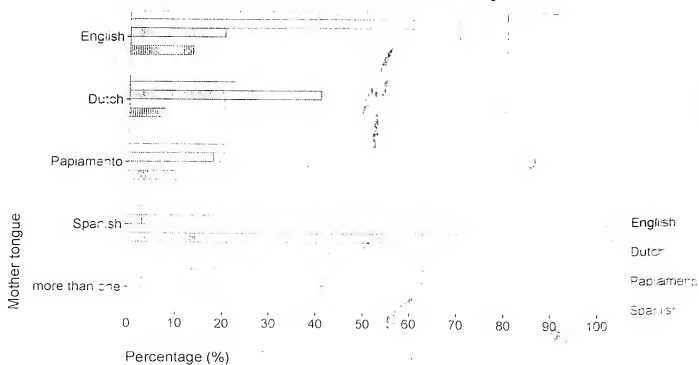
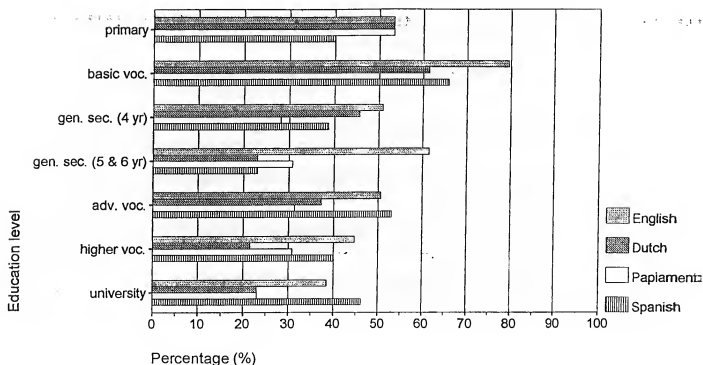Figure 3.087: Percentage of respondents that reports having a need for written skills in each language per mother tongue
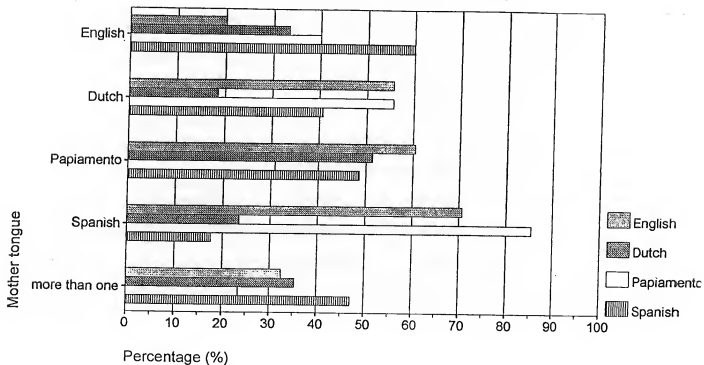
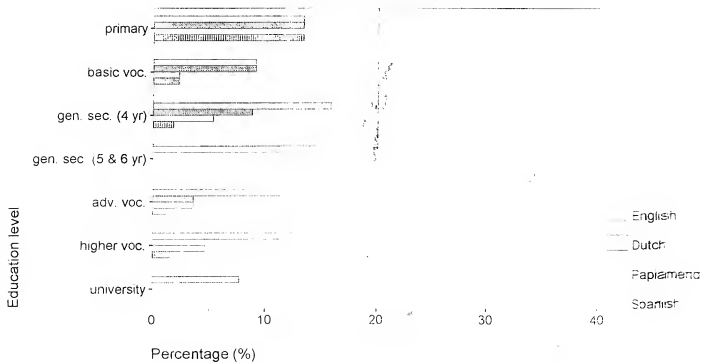Figure 3.088: Percentage of respondents that clearly has a need for written skills in each language per mother tongue

Figure 3.089: Percentage of respondents that reports using written skills in each language per labor sector
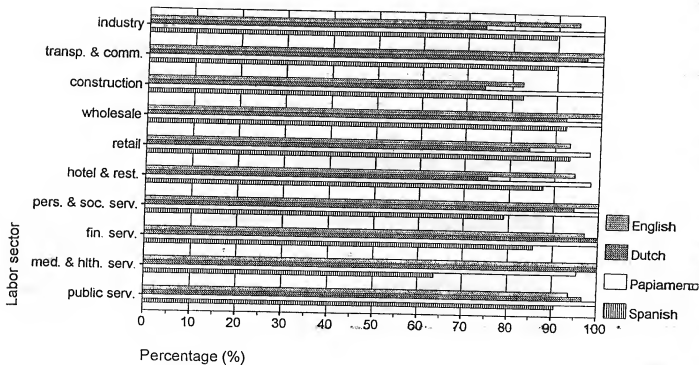
Figure 3.090: Percentage of respondents that reports using written skills regularly in each language per labor sector
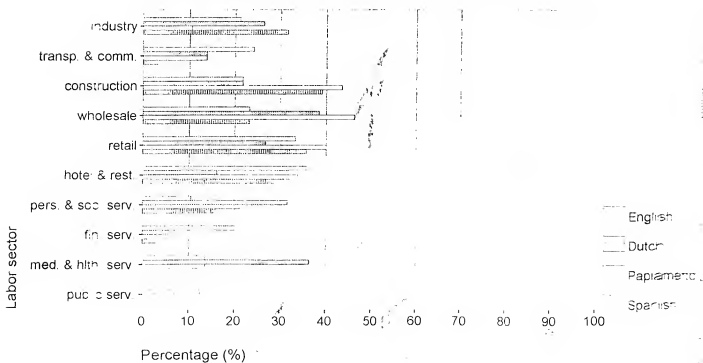
Figure 3.091: Percentage of respondents that reports having a need for written skills in each language per labor sector

Labor sector (y-axis): industry, transp. & comm., construction, wholesale, retail, hotel & rest., pers. & soc. serv., fin. serv., med. & hlth. serv., public serv.

Percentage (%) (x-axis): 0 to 100

Legend: English, Dutch, Papiamento, Spanish
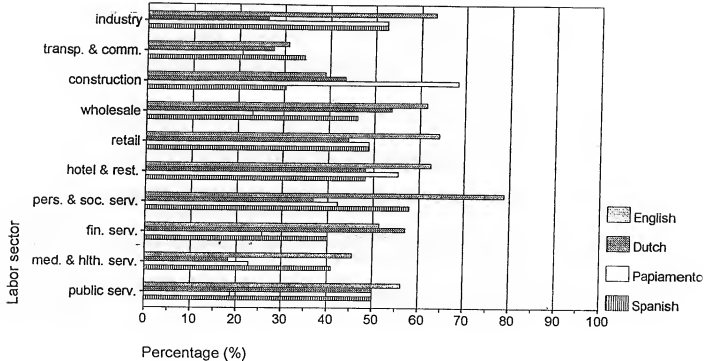
Figure 3.092: Percentage of respondents that clearly has a need for written skills in each language per labor sector

Labor sector (y-axis): industry, transp. & comm., construction, wholesale, retail, hotel & rest., pers. & soc. serv., fin. serv., med. & hlth. serv., public serv.

Percentage (%) (x-axis): 0 to 40

Legend: English, Dutch, Papiamento, Spanish
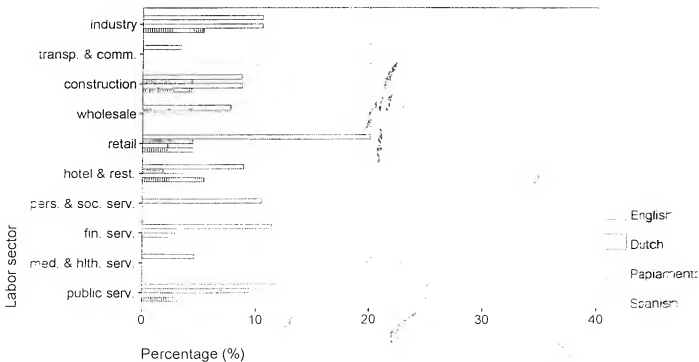
Figure 3.093: Percentage of respondents that reports using written skills in each language per level of education
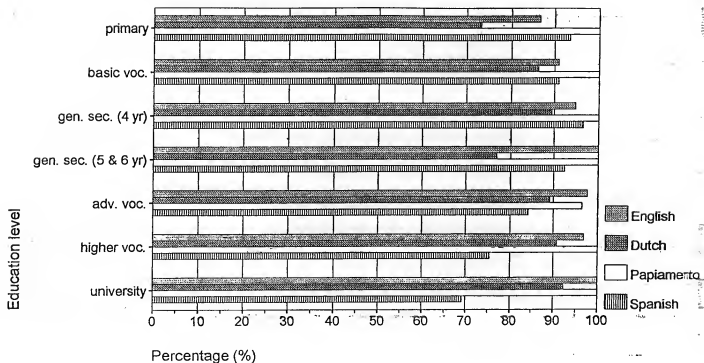
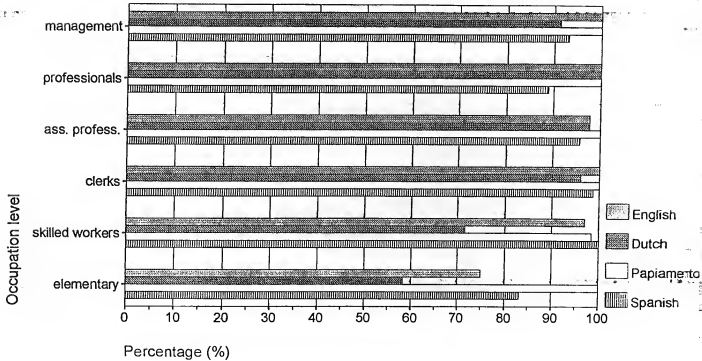Figure 3.094: Percentage of respondents that reports using written skills regularly in each language per level of education
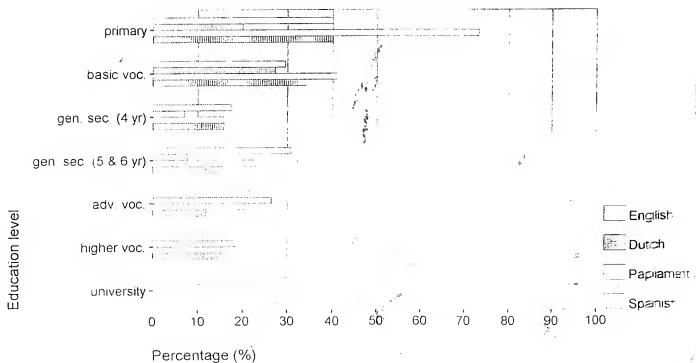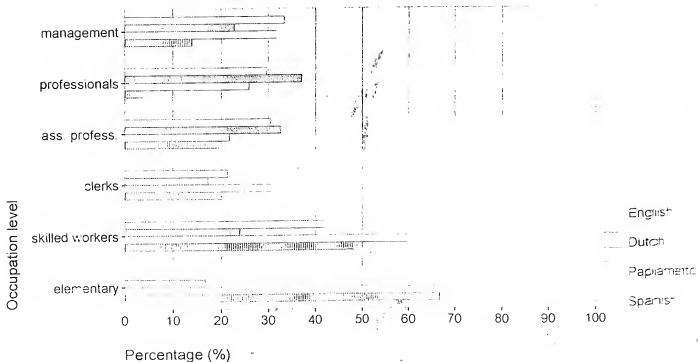
Figure 3.095: Percentage of respondents that reports having a need for written skills in each language per level of education
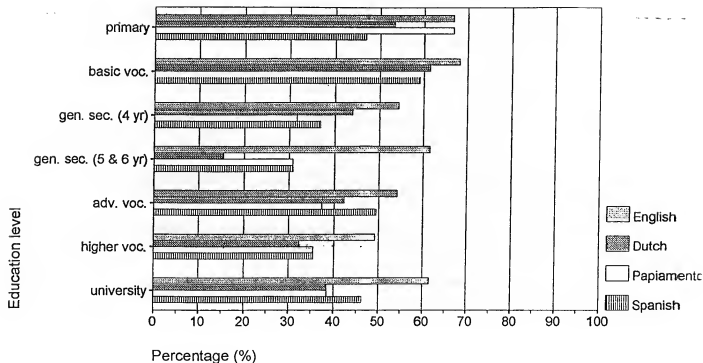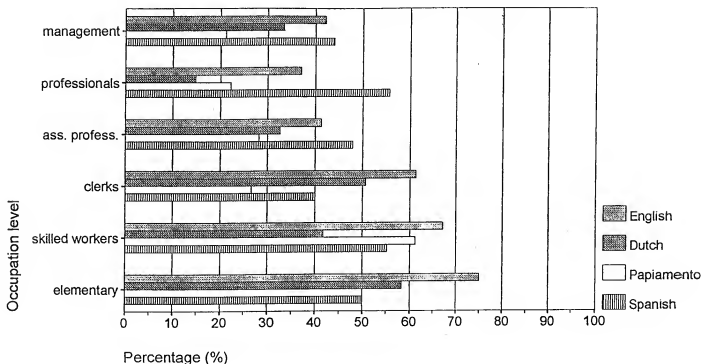

Figure 3.096: Percentage of respondents that clearly has a need for written skills in each language per level of education
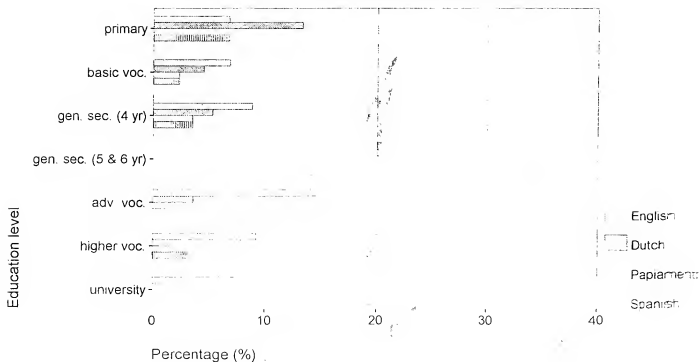
Figure 3.097: Percentage of respondents that reports
using written skills in each language per occupation level
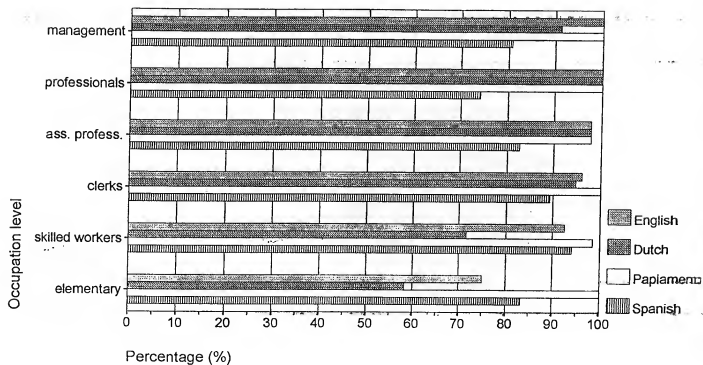
Figure 3.098: Percentage of respondents that reports using
written skills regularly in each language per occupation level
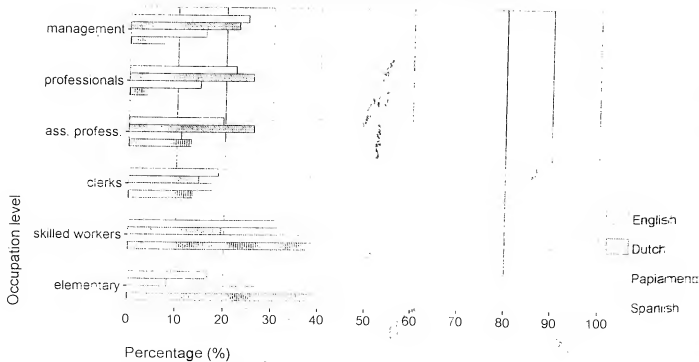
Figure 3.099: Percentage of respondents that reports having a need for written skills in each lanuage per occupation level
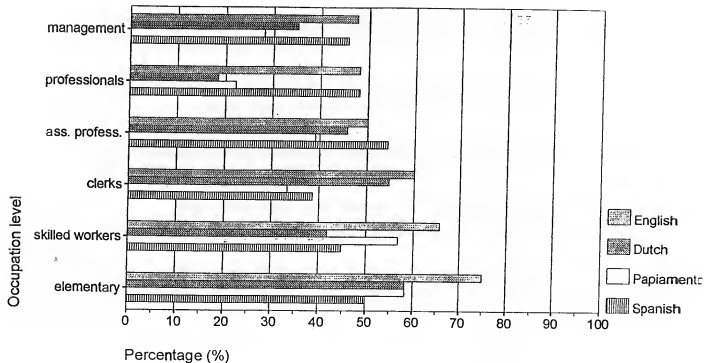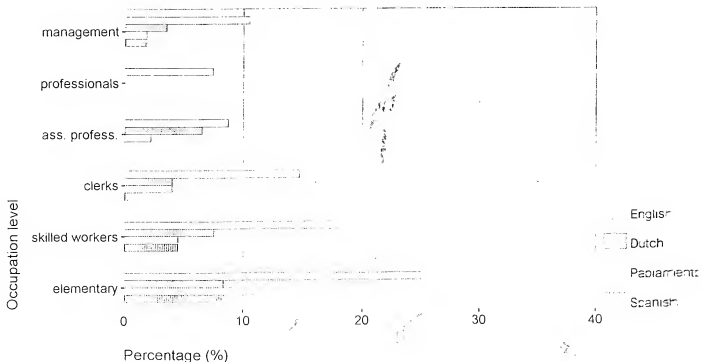

Figure 3.100: Percentage of respondents that clearly has a need for written skills in each language per occupation level

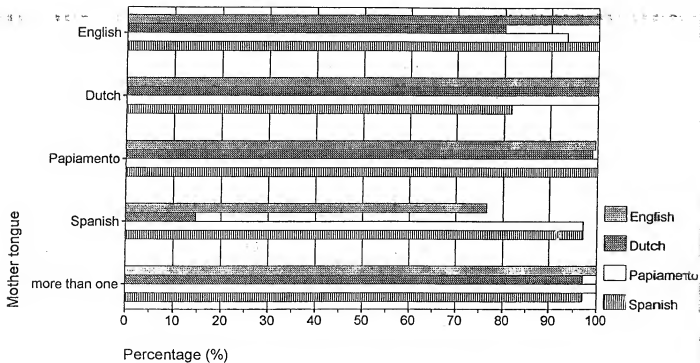Figure 3.101: Percentage of respondents that reports using receptive skills in each language per mother tongue

Figure 3.102: Percentage of respondents that reports using receptive skills regularly in each language per mother tongue
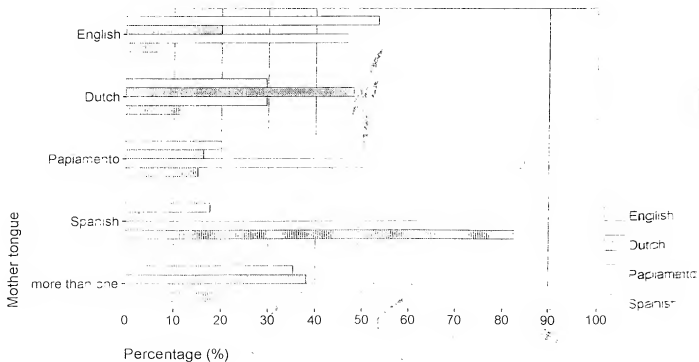
Figure 3.103: Percentage of respondents that reports having a need for receptive skills in each language per mother tongue
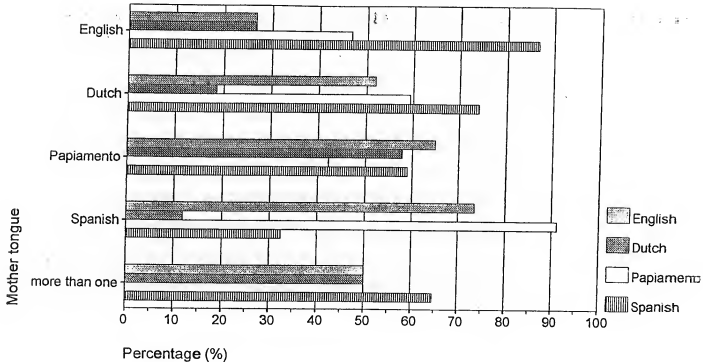

Figure 3.104: Percentage of respondents that clearly has a need for receptive skills in each language per mother tongue
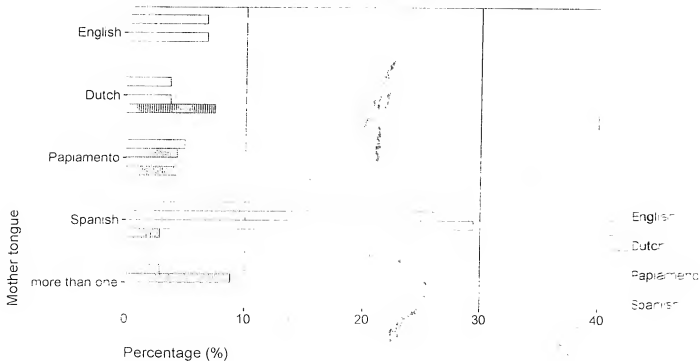
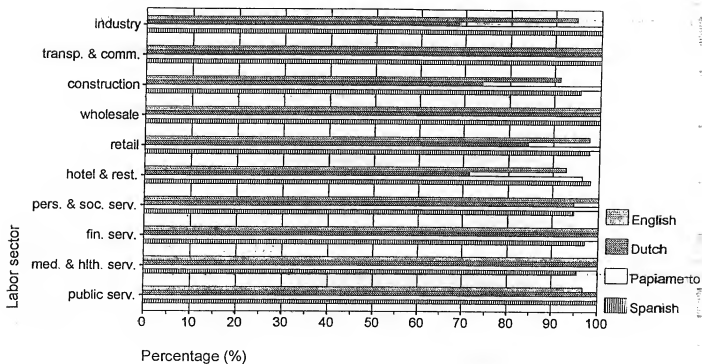Figure 3.105: Percentage of respondents that reports using receptive skills in each language per labor sector

Figure 3.106: Percentage of respondents that reports using receptive skills regularly in each language per labor sector

Figure 3.107: Percentage of respondents that reports having a need for receptive skills in each language per labor sector

Figure 3.108: Percentage of respondents that clearly has a need for receptive skills in each language per labor sector

Figure 3.109: Percentage of respondents that reports using receptive skills in each language per level of education

Figure 3.110: Percentage of respondents that reports using receptive skills regularly in each language per education level
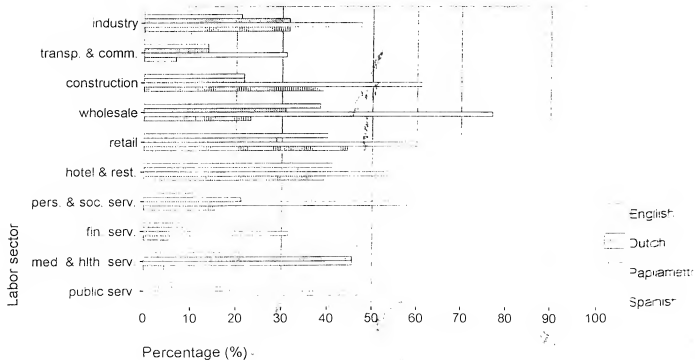
Figure 3.111: Percentage of respondents that reports having a need for receptive skills in each language per education level
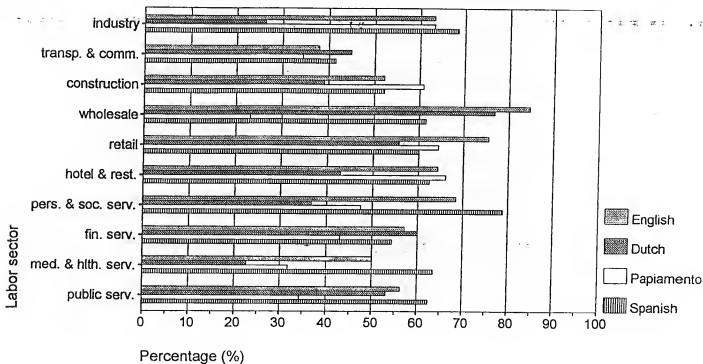

Figure 3.112: Percentage of respondents that clearly has a need for receptive skills in each language per level of education

Figure 3.113: Percentage of respondents that reports using receptive skills in each language per occupation level

Figure 3.114: Percentage of respondents that reports using receptive skills regularly in each language per occupation level

Figure 3.115: Percentage of respondents that reports having a need for receptive skills in each language per occupation level

Figure 3.116: Percentage of respondents that clearly has a need for receptive skills in each language per occupation level
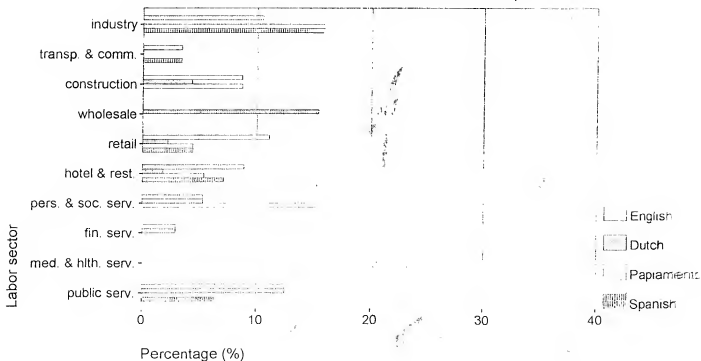
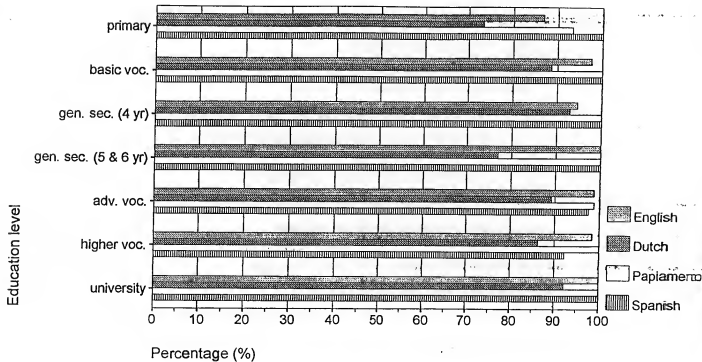Figure 3.117: Percentage of respondents that reports using productive skills in each language per mother tongue

Figure 3.118: Percentage of respondents that reports using productive skills regularly in each language per mother tongue
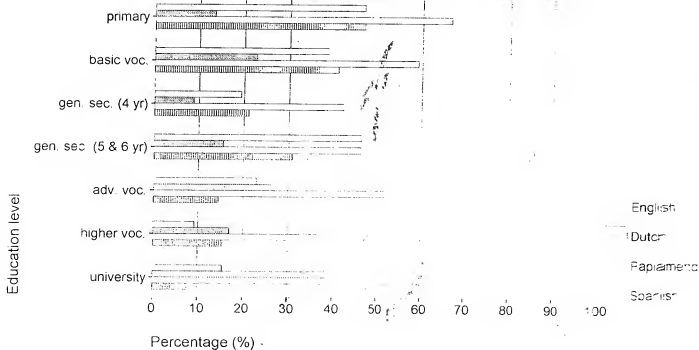
Figure 3.119: Percentage of respondents that reports having a need for productive skills in each language per mother tongue

Figure 3.120: Percentage of respondents that clearly has a need for productive skills in each language per mother tongue

Figure 3.121: Percentage of respondents that reports using productive skills in each language per labor sector

Legend:
- English
- Dutch
- Papiamento
- Spanish

Figure 3.122: Percentage of respondents that reports using productive skills regularly in each language per labor sector

Legend:
- English
- Dutch
- Papiamentu
- Spanish

Figure 3.123: Percentage of respondents that reports having a need for productive skills in each language per labor sector
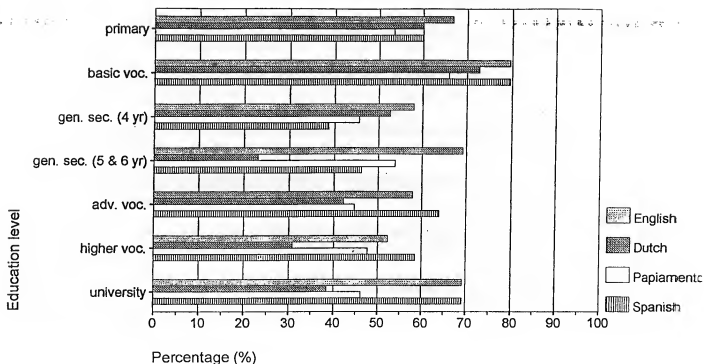

Figure 3.124: Percentage of respondents that clearly has a need for productive skills in each language per labor sector
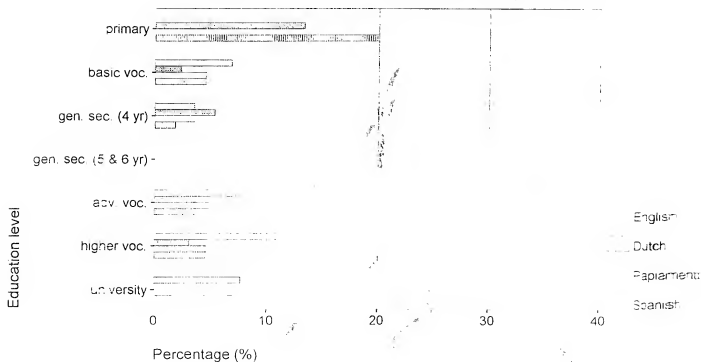
Figure 3.125: Percentage of respondents that reports using productive skills in each language per level of education

Figure 3.126: Percentage of respondents that reports using productive skills regularly in each language per education level

Figure 3.127: Percentage of respondents that reports having a need for prod. skills in each language per education level

Legend:
- English
- Dutch
- Papiamento
- Spanish

Education level (y-axis): primary, basic voc., gen. sec. (4 yr), gen. sec. (5 & 6 yr), adv. voc., higher voc., university

Percentage (%) (x-axis): 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Figure 3.128: Percentage of respondents that clearly has a need for productive skills in each language per level of education

Legend:
- English
- Dutch
- Papiamento
- Spanish

Education level (y-axis): primary, basic voc., gen. sec. (4 yr), gen. sec. (5 & 6 yr), adv. voc., higher voc., university

Percentage (%) (x-axis): 0, 10, 20, 30, 40

Figure 3.129: Percentage of respondents that reports using productive skills in each language per occupation level
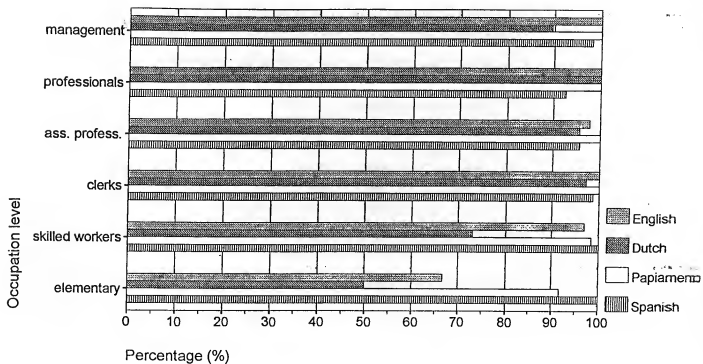

Figure 3.130: Percentage of respondents that reports using productive skills regularly in each language per occupation level
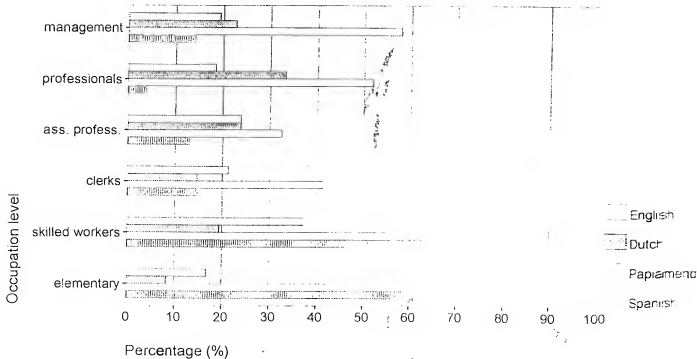
Figure 3.131: Percentage of respondents that reports having a need for productive skills in each language per occupation level
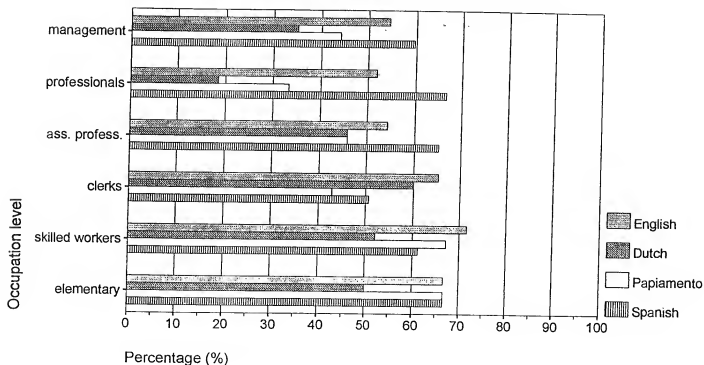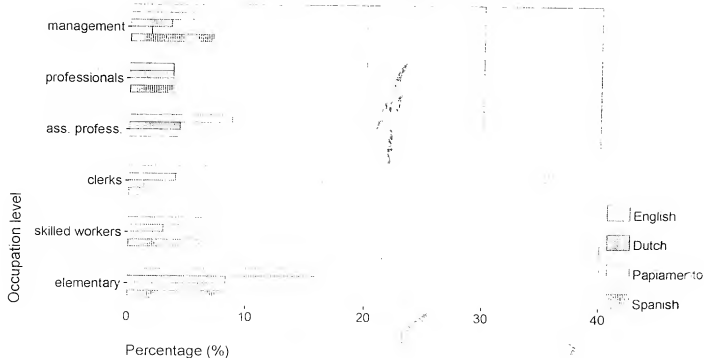

Figure 3.132: Percentage of respondents that clearly has a need for productive skills in each language per occupation level

Appendix F

*Comments given
by the respondents*

COMMENTS

On the last page of the questionnaire the respondents were asked to write down any comments they had. Since many respondents wrote down their view on languages and the language situation of Aruba, I wanted to quote these comments. The quotations are literal representations of what was written, without any alterations or corrections by the author.

Sales clerk:
"Pami idioma ta sumamente importante den nos comunidad. E calidad di idioma awendia (school, etc.) ta hopi pober door cu hopi hende no ta gusta lesa boeki etc."

Waitress:
"Lo mi kier ta number 1 den Ingles."

Secretary:
"E intencionan ta bon cu tipo di encuestanan asina pero ta di spera cu e no lo keda just na encuesta sino cu nos por mira resultadonan positivo pa cu e meta cu kjer wordo alcansa cu e encuesta."

Housekeeper:
"Awor aki un persona ta sinti con balor tin ora cu bo por compronde i papia e idiomanan aki no solamente pa nos adulto nan si no pa esun cu ta cuminsa studia tambe pasobra hopi biaha nan ta compronde pero ta dificil pa papie y skirbie."

Administrative clerk:
"Mi ta kere ta hopi importante pa nos por drecha e sistema di nos educacion encuanto idiomanan extranhero i claro papiamento cu ta nos idioma. Tambe pa extranhero cu ta bini cu nan jui(nan) pa establece na Aruba. No cu nos tin cu papia nos idioma. Sino Anan papia Nos idioma cu ta Papiamento (Especialmente extranhero di habla Spaño i ta kere cu nos Arubianonan mester papia Spaño cu nan.) Personalmente mi persona no ta skirbi mi idioma bon."

Welder:
"Ik vind dat er meer Engels op het eiland moet worden gesproken. Er zijn heel veel eilandgenoten die heel slecht Engels spreken. Bovendien wordt ook het minst Nederlands gesproken. Vooral als je als Arubaan het eiland/jaren verlaten hebt en je komt terug dan ben je een stranger. Een ieder probeert zoveel mogelijk Papiamentu te spreken. Jammer op zo'n multicultureel eiland met voornamelijk Engels-sprekende toeristen."

Secretary:
"Mi ta spera cu ora boso acomula tur e informacionan, cu boso lo hasi algu tocante e idiomanan cu ta wordu papia den comunidad. Mi ta hanja cu mester haci algu tocante di e hendenan di habla espana. Awendia caminda bo jama, bo ta hanja un hende ta contestabo na spaño i ora abo papia p.e. papiamento cu nan, nan tin e tribilidad di bisabo: Español por favor. yo no comprendo papiamento.
Mi ta hanja cu esey ta falta di respet. Ora bo bai-busca trabao e exigencianan ta pa bo por papia diferente idioma. Pero pa e hendenan aki si esey no ta conta. Mi no ta generalisa. tin algun cu ta bai les di idioma. Mester ta asina cu pa e hendenan aki mester ta un 'must' pa papia of papiamento of ingles prome cu nan hanja trabao."

Teller:
"Mester bin mas encuesta pa mira kiko of cua idiomanan ta wordu usa na Aruba."

Administrative clerk:
"Graag Papiamento een vak wordt op school (taal van)
* Maar niet te spreken (praten) constant in de klas.
* Mijn beste taal voor de klas is Nederlands."

Accountant:
"Mi ta supone cu esunnan cu a prepara e encuesta sa cu mayoria di nos no a sifia nunca con pa skirbi papiamento. Ni na school, ni ningun otro caminda.
Ta hopi importante pa nos por mehora nos systema di educacion encuanto idiomanan extranhero, pero ora cu mi no por expresa mi mes ni den mi mes un idioma, cu ta papiamento, anto e ora mi ta haja cualkier esfuerzo pa mehora ensefiansa den e otro idiomanan ridiculo!
Mi no por sifia skirbi papiamento door di lesa Diario."

Sales representative:
"En realidad, este tipo de encuesta me parece muy importante para todos, ya que así nos damos un poquito más la realidad actual de las personas que habitan esta hermosa isla y su cotianidad en el idioma usado.
Considero que es de suma importancia que todos pongamos de nuestra parte ya sean Arubianos o extrangeros para superarnos cada vez más en cuanto al idioma ya que así nos podríamos comunicar mejor en comunidad.
Por mi parte actualmente estoy realizando curso de Ingles, ya que lo considero importante no solo para comunicarme aquí en Aruba sino en todas partes del mundo y además que mientras más aprendemos en la vida más seres completos seremos."

Cashier:
"E idea aki ta bon pa nos arubiano tin un mihor idea di nos lenguahe papiamento, y pa nos conserve."

Cashier:
"Creo que estamos viendo la necesidad de aprender ablar correctamente el papiamento y al ingles ya que son los mas usados en mi trabajo. Seria muy importante, resibir una capacitación directamente de nuestra empresa, y'asi tener unos relaciones mas cordiales y podramos desempeñarnos bien en nuestro trabajo."

Roomkeeper:
"Les hago llegar mis más sinceros agradecimientos, por preocuparse por el aprendizaje de los idiomas y espero que tengan exitos con esta encuesta y ojalá se abran las puertas para toda la gente (Arubano - Extranjeros) en las escuelas con más calidad de enseñanza en los idiomas."

Office clerk:
"Mi comentario ta cu ta lastima cu tin mucho hende di habla spaño ta traha na Aruba Vooral den e lugarnan mas bishita pa turista ésta Mc. Donald, Burger King, etc. Tambe hotelnan. Mi no tin nada contra nan. Pero si tur hènde sinta i wak ariba caya i reflectiona tur caminda ta habla spaño. Nos ta pertenece na Hulanda i danki na Hulanda pa nos educacion i esey ta un hecho. Nos turismo ta americano i Europeanan. Y esey nos mester cuide i protegele. Pesey entruduci Ingles den scool basico mas trempan, p.e. derde klas

bay ariba i no vijfde klas. Pasa mas programa educativo na Hulandes i Ingles i Papiamento. Pasobra esey e juventud tin mester di·dje pa su estudio pa e por traha·mas mihor pa su isla Aruba."

Head clerk:
"USA: Engels
Nederland: Nederlands.
Zuid Amerika: Spaans.
Als 't over de algemene ontwikkeling gaat, dan moet je toch wel regelmatig die talen horen en durven spreken (of via lezen, horen, etc. etc.)
Het ligt er aan waar je verder gaat studeren: als 't om studie gaat."

Cashier:
"Un Arubiano of Antiliano mi ta kere cu semper na promer lugar ta comprende, papie y scirbi su propio lenguage papiamento. Na di dos lugar korda cu nos madre patria ta Hulanda. Mi ta spera cu den futuro tambe e stof nan lo wordo sigí duná na Hulandes, na school. Na di 3 lugar e Ingles cu ta wordo usa tur parti di mundo, y ta zona masha bonita."

Pool supervisor:
"Na mi opinion e idioma cu menos nos mester aki na Aruba ta Hulandes, mi a traha den rest. y hotel ta Spaño, Ingles, Papiamento ta e idiomanan cu bo mester husa cu mas frecuencia."

Office clerk:
"E encuesta aki ta algo masha importante pa nos isla. Mi ta haña cu mester bini mas sorto di encuesta aki por ejempel di restaurant, etc. ya cu nos isla su economia ta di turista y nos mester sa kiko pa ofrece e turista-nan mihor posibel."

Administrative clerk:
"Pa mi papiamento ta nos lenga e no por keda atras, pero cuné bo no por bai niun caminda.
Hulandes nos no por lage tampoco pasobra ta di nos madre patria pero cu Hulandes tampoco bo no por bai hopi caminda cune. Ami lo prefera Ingles pasobra cu ne bo ta Internacionalmente, y lo mi haya adecuadamente pa cuminsa cune desde 1st klas, pasobra e muchanan no sa nada ainda y ta net bon. Dune als vak na school cuminsando 1st klas."

Office clerk:
"Mi opininion personal ta cu Spaño ta e idioma du mi ta gusta mas tanto pa papia, scirbi. lesa y comprende. Na school mi ta pensa cu mester pone Ingles di ora bo bai 1ste klas caba, mescos Hulandes.
Ingles ta e idioma cu ta mundialmente uza y Hulandes ta di nos madre patria, papiamento bo no por uzé ningun caminda, ni siquiera Corsow ta papia e mesun lenguaje cu nos."

Administrative assistant:
"Mi ta inclina mas pa ingles pasobra den mi trabou esey ta wordu hopi usa y mi casa ta di habla ingles, pero mi ta realisa cu hulandes tambe ta hopi inportante tanto na school (vooral si e alumno lo sigui su estudio na hulanda), si bo bai traha cu un companía hulandes, den gobierno y tambe pa comprende documentonan di gobierno of legal."

Head of an institute:

"Mi a jena hopi circulo cu ingles; pero ta mas bien Amerikaans-engels, door cu mi ta preferá lesa e idioma ey! Door cu mi hobby ta lesa boeki.

Hulandes; aunque con nos a studié ta un idioma mucho más difícil pa escojé den mi hobby; ya cu pa mi e ta saai.

Spaño nos a haya na school; pero ta un cuestion di smaak. Mi no ta hasi esfuerzo pa papié ni comprendé; door cu simplemente mi no ta gusté.

Tambe; door di custumber den trabow; por bisa cu e idioma hulandes a bira más rutina!"

Personnel manager:

"Mi ta diacuerdo pa duna Papiamento na school, pero como un vak. No como e lenga principal. Ta hopi importante pa sa e gramatica di Papiamento.

E razon pa esaki ta: cu Papiamento nos no lo jega muchu lew. Elo bai ta hopi dificil pa nos muchanan, pa mañan ora cu nan bai studia afo, pa por domina sea Ingles of Hulandes den nan estudio.

Si acaso e idea ta pa introduci Papiamento como un lenga pa splika e mucha un tema, mi ta sugeri pa splicanan, si no ta uza Hulandes mas, na Ingles."

Receptionist:

"I think that this questionnaire let your self make up your mind and let you feel that languages are important to know so well as speak, write and read, it's important because we can comunicated with evry one of a other language.

Mi ta pensa cu na school mester siña e mucha nan den school basico e Idiomanan aki (English-Dutch-Spanish) combina cu papiamento dus English-papiamento Dutch-papiamento y Spanish-papiamento, asina nan por compronde mihor e idioma, cu siñanan e sistema di English-Ned. ect."

Driver/Tourist guide:

"Pa scirbi carta pa trabau, empresa, etc. Tambe pa haci un tour na Hulandes pami ta un poco fastioso (dificil) door ku Hulandes ta na school so mi tawata papie."

Store manager:

"La dificultad para aprender a hablar Papiamento:
1) Si habla español, todo el mundo te contesta y pregunta en español
2) No hay buenas academias de aprendizaje."

Merchandiser:

"Wil Aruba vooruit komen in deze wereld, tenminste verder dan Curaçou Dan zou men zeker in school de nadruk op engels en spaans moeten gaan leggen. Want welke zakenrelatie in new-york, moskou of peking spreekt nou papiamento? maar alle kunnen het zij als 1e of 2e taal, wel engels zelfs gestudeerden uit Colombia of Sao paulo spreken als 2e taal engels! en met Spaans steek Zuid amerika plus een part van de usa in je zak. Welke hogere vervolgopleidingen worden er in papiamento gegeven ja als MR in de rechten maar dat is dan ook alles."

Government clerk:

"E encuesta aki ta bon prepara. Ojalá cu por haci bon uso di dje. P.e. introduci papiamento na skool. Tambe lo tabata hopi bon si gobierno por a introduci un skool den un sistema international. Di e forma aki bo ta amplia e posibilidad pa hopi mucha por studia den e

idioma cu mas nan ta domina. Esaki lo facilita nan hopi den nan estudio. No ban lagé pa un grupo so hanja e chens aki."

Store owner:
"Cada pais tin nan idioma materna. Aki na Aruba nos tin nos dushi papiamento. Laga nos ban sigui cu ne, y na e mesun tempo siña apreciele!"

Planner:
"Mirando cu papiamento ta mi 'idioma' natal mi ta gusta pa por bin cursonan ariba uso di e 'idioma' ariba nivel pa por mira tambe mas progreso, sinembargo Ingles i Hulandes i talbez Spaño ta idiomanan cu tin lectura nan cu nivel mas halto i tambe mas avansa y amplia asina ta di gran importancia pa mantene e idiomanan aki tambe. THE POWER OF KNOWLEDGE!"

Insurance representative:
"Give more courses for:
Spanish-conversations
French-conversations
German-conversations.
Is very Important for our population."

Benefits manager:
"Voor het onderwijs zou het goed zijn voor 'n wereldtaal te kiezen, of met Nederlands doorgaan. Vooral kinderen kunnen makkelijk bilinguaal zijn"

Mother tongue language	n
English	15
Dutch	27
Papiamento	185
Spanish	34
More than one	34

Labor Sector sector	n
Industry	19
Transport & Communication	29
Construction	23
Wholesale	13
Retail	45
Hotel & Restaurants	56
Personal & Social Services	19
Financial Services	35
Medical & Health Services	22
Public Services	32

Level of education education	n
Primary education	15
Basic vocational education	44
General secondary education (4 yr-stream)	57
General secondary education (5 & 6 yr-stream)	13
Advanced vocational education	83
Higher vocational education	65
University	13

Occupation level occupation level	n
Management	57
Professionals	27
Associate professionals	46
Clerks	75
Skilled workers	67
Elementary occupations	12